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ABSTRACT

A workplace literacy project for employees with limited English proficiency was conducted at five sites in the Chicago area. The 15-month project was a joint effort of an educational agency, a community-based organization, and three manufacturers. The curriculum covered English-as-a-second-language (ESL) life skills, work skills, and job skills. In order to provide the training, the project conducted a literacy audit and needs assessment, developed or selected literacy assessment instruments for each business, developed pre- and posttests, identified workplace competencies, developed curriculum, selected training instructors, recruited students, scheduled classes, pretested students, and measured student achievement on ongoing key competency checklists and on posttests at the completion of the courses. Ninety percent of the employees who completed a course satisfactorily demonstrated the competencies. (The document includes samples of the competency checklists and posttests, a profile of participants by site, and a project evaluation report.) (CML)

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PROJECT WORKPLACE LITERACY PARTNERS IN CHICAGO (V198A80265)

October 1988 -- March 1990

FINAL REPORT

- Northwest Educational Cooperative
- Travelers & Immigrants Aid

Business Partners

- Bretford Manufacturing Company
- Denover Geppert Science Company
- Integrity Uniform Company
- Magid Glove & Safety Manufacturing Company

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**PROJECT WORKPLACE LITERACY PARTNERS
IN CHICAGO**

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1. Compare actual accomplishments to the objectives contained in the approved application.

A summary of the objectives and the accomplishments are listed below. Specific information about how the objectives were accomplished and recommendations for performing such activities are found after this summary.

Obj 1: Conduct needs assessment/literacy audits.

Four needs assessments/literacy audits were conducted. Three were conducted for the original three partners and one for the additional site. (See pages 4-10)

Obj 2: Develop/select basic skills assessment instruments.

The project selected the Basic English Skills Tests (BEST) test for sites in which general language development in all four skill areas was a priority. For those sites in which fluency was a priority, the project used the Basic Inventory of Natural Language (BINL) as a pre-test. The project developed customized post tests for all courses. (See pages 11-16).

Obj 3: Identify curriculum competencies.

The project identified a resource bank of workplace competencies which formed the core of the general workplace courses. In addition, specific competencies were identified for each job-specific course. (See pages 17-25).

Obj 4: Develop curricula.

Site coordinators and teachers developed curriculum for all four sites. For each competency, language forms, vocabulary, and appropriate skill areas were identified and specific materials developed. (See pages 26-29).

Obj 5: Select and train workplace literacy instructors.

Five people were selected and trained.

Obj 6: Recruit students.

323 students were recruited.

Obj 7: Pretest students.

249 students were pretested with a standardized test before enrollment in a class.

Obj 8: Schedule classes.

The project provided 33 classes at four worksites.

Obj 9: Provide instruction to 250 workers.

The project provided instruction to 323 unduplicated workers. Some workers attended more than one class - 323 workers filled 501 class slots.

Obj 10: Measure student achievement.

458 students were post-tested at the end of the courses. (Note: Some students attended more than one class.)

2. Refer to the schedule of accomplishments and their target dates contained in the approved application and give reasons for slippage in those cases where established objectives were not met. Include any corrective measures taken to correct slippage.

The following objectives and the target dates as approved by the application are below:

OBJECTIVES	MONTHS														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1. Conduct needs assessment/literacy audits.	X														
2. Develop/select basic skills assessment instruments.		X													
3. Identify curriculum competencies.		X													
4. Develop curricula.		X													
5. Select and train Workplace Literacy instructors.		X													
6. Recruit students.		X													
7. Pretest students.		X													
8. Schedule classes.		X													
9. Provide instruction.			X												
10. Measure student achievement.						X									

The project achieved the objectives in the prescribed timelines. The project had originally targeted 350 participants. This number was based upon employer estimates. At mid year the project had provided instruction to only 101 participants. Reasons for the lower than projected enrollment included:

1. Two employers did not increase their workforces due to decreased demand.
2. Many workers had to enroll in Amnesty/SLIAG classes and had no time to participate in workplace literacy classes.

At this time, the project requested a reduction of 350 to 250 participants. This request was approved.

Numbers of new participants increased in the last two quarters. Due to the addition of a new site and a company-wide training with release time at one of the sites, we exceeded our goal of 250 by 73.

Specific information about each activity follows.

OBJECTIVE 1: Conduct a literacy audit and needs assessment of the workplace.

In preparation of the proposal, a preliminary needs assessment was conducted of the workplaces. Staff visited the workplaces, briefly observed a limited number of jobs, reviewed the DOT job descriptions and interviewed employers, line supervisors and management. Results indicated:

- * the existence of workplace literacy problems which negatively affected worker productivity and workers' promotability,
- * a sufficient number of employees with literacy problems to warrant special instruction,
- * interest on the part of the workers to participate,
- * willingness and enthusiasm from employers to participate in the project and
- * employer intent to commit time, facilities, and material support.

During the first month of the project, indepth literacy audits and needs assessments were conducted. The project followed these basic steps:

STEPS FOR CONDUCTING A WORKPLACE LITERACY AUDIT

- 1. Interview the contact person(s):**
 - a. Company profile - product, services, operations, etc.
 - b. Workforce profile - age, education, etc.
 - c. Potential problems - lack of success in training programs, change to a high-technology work site, turnover, accidents, substandard production, etc.
 - d. Procedures for involving management and staff in the audit
 - e. Commitment from contact to discuss literacy program with immediate supervisors, garner their support and prepare supervisors for literacy audit
- 2. Design the company - specific literacy audit:**
 - a. Identify staff to interview - supervisors, managers, trainers, employees, etc.
 - b. Identification of jobs to observe
 - c. Identification of training sessions to observe
- 3. Tour the site:**
 - a. Note environment - noise, lighting, structure of work process, etc.
 - b. Note communication between workers
 - c. Interview supervisors
 - d. Obtain supervisors' support for program
 - e. Observe job performance
 - f. Observe or participate in company training
 - g. Collect workplace literacy material
 - h. Obtain supervisors' support for program
- 4. Prepare a preliminary summary:**
 - a. List of job tasks which require literacy
 - b. Required literacy skills for each target job
 - c. Identification of potential literacy problems
- 5. Discuss the literacy audit with the contact person(s) and prepare a workplan:**
 - a. Audit findings and recommendation
 - b. Workplan
 1. Development of assessment instrument
 2. Procedures for assessment
 3. Development of curriculum
 4. Procedures for instruction
 5. Procedures for evaluation of learning

The project found these basic steps were effective at each worksite. While adaptations were made to accommodate the specific characteristics of each workplace, the process described provided the information needed to plan workplace literacy assessment and instruction.

For each workplace, a report which summarizes the literacy audit process and results was developed. These reports can be found on the following pages.

COMPANY PROFILE

Bretford Manufacturing / L & B

- * manufactures a full line of office equipment and communication aids such as VCR cabinets, microcomputer stands, premium quality bulletin boards, mount literature racks, acculight slides and transparency viewers.
- * employs 550 workers;
- * ethnic population comprised of 80% Hispanic, the rest are South East Asian, Italian and Polish workers.
- * 65% of workforce is Limited English Proficient.

Needs assessments showed:

- * 33% of workers need basic math, reading, and English.
- * communication problems created production mishaps.
- * workers were precluded from promotion opportunities because of inability to communicate with management.
- * desire on part of management to create a multilingual workforce and use English instead of Spanish as the language of the workplace.

Recommendations for instruction:

- * Lifeskills courses emphasizing conversation, consumer competence, reading, and writing.
- * General company course including materials developed from memos and safety signs.
- * Workskills courses.

COMPANY PROFILE

Denoyer Geppert Science Company

- * manufactures science kits and audio-visual materials
- * multi-ethnic/multi-lingual workforce
- * jobs include: oven operators, scrapers, painters, sprayers, warehousemen.

Needs assessment showed:

- * workers had problems understanding oral instruction and communicating with English speaking supervisors;
- * oral communication problems created low morale because workers from different groups could not talk to each other;
- * workers unable to read safety signs;
- * workers needed orientation in American work practice - calling in for lateness or tardiness, understanding benefit packages.

Recommendations for instruction:

- * general company E.S.L. courses to familiarize workers with policies, procedures, forms, and memos;
- * job-specific E.S.L. courses for each job category;
- * lunch-time tutoring.

COMPANY PROFILE

Integrity Uniform Company

- * uniform designer and manufacturer.
- * makes uniforms for the hotel, food, and beverage industry.
- * 40% of the workforce are Hispanics, 40% Syrians and 10% are distributed among different ethnic groups.
- * jobs include - sewing machine operators, pressers, monogram machine operators, housekeepers, and fusing machine operators.

Needs assessment showed :

- * difficulties with managers unable to talk directly to employees without the aid of a bilingual supervisor or employee.
- * management's concern for employees who cannot read and understand safety policies and company memos.
- * employees have problems following directions.

Recommendations for Instruction:

- * Job Specific-Sewing Operator Course
- * Job Specific-Monogram Operator Course
- * General Company ESL Course

COMPANY PROFILE

Magid Glove and Safety Manufacturing Co.

- * employs 450 employees, 90% are Hispanic and have less than 8 years education in their native countries;
- * produces gloves, disposeable clothing, and safety equipment for food-processing and electronics industries.

Needs assessments revealed:

- * workers receiving wage assignments because they could not read contracts they signed;
- * company owners unable to communicate with workers;
- * reliance on bilingual supervisors to communicate between workers;
- * piecework employees could not calculate piecework wages.

Recommendations for instruction:

- * job-specific E.S.L. courses for sewing machine operators, packers, glove turners, shipping and receiving clerks;
- * lifeskills E.S.L. course with emphasis on consumer competence;
- * piecework training using calculators and forms to keep track of earnings.

Recommendations:

In reviewing the project experiences in conducting literacy audits, staff made the following recommendations:

1. Each worksite must have one person established as the Employer Contact with whom the project has continual access.
2. Line supervisors must buy into the project goals and activities. The key factor in line supervisors' support is the initial involvement of top management who explains the project goals and activities to line supervisors and asks for their involvement.
3. When possible, staff should receive some training in the actual job tasks. Participation in such training provides hands-on experience with the job tasks and insights into the actual language used for the training.
4. Appointments for discussions with line supervisors and job observations should be made by the Employer Contact. If the Employer Contact has determined that the project should make appointments directly with the supervisors, project staff should notify the Employer Contact of all appointments. Some employers wish to be involved throughout all literacy audit steps in order to facilitate the management of their work flow. Other Employer Contacts merely wish to be kept informed. Keeping them informed results in greater awareness of the extent of effort involved with a literacy audit.
5. When explaining the project, staff should refer to the project as basic skills training rather than a "literacy program". Use of the term "literacy" has implications of workers being deficient in skills and evokes negative feelings about worker self-image and also the program itself.

OBJECTIVE 2: Develop/select literacy assessment instruments for each business.

The purpose of the initial assessment is to identify a worker's current level of skills. Assessment results were used to:

1. provide a picture of a worker's strengths and weaknesses
2. provide entry data which could be compared to exit scores to determine the gain
3. group students according to similar skills level.

The project utilized two types of assessments:

1. a standardized test to determine a general skill level upon entry into the program
2. a program-developed pre/post test which was informally administered at the beginning of each course and formally administered at the end of the course.

1. Standardized tests to determine general skills levels upon entry into the program

The test selected was the Core section of the Basic English Skills Test (B.E.S.T.). This is a test of elementary listening, speaking, reading, and writing with a life-skills context. It is designed for Limited English speaking adults. The test was specifically developed for use with refugee students and was field-tested with more than one thousand students and validated. The program selected the B.E.S.T. because it matched the proficiency level of the students, provided data which could be compared with data from previously-funded refugee workplace programs, was easy to administer, and yielded results which were easily understood by the employers.

Initially, the project used the Basic Inventory of Natural Language (BINL) at Denoyer-Geppert. The BINL is a criterion-referenced system which determined the level of fluency by examining the degree of a speaker's grammatical complexity and length of utterances. With this test, the tester guides the workers into describing the workplace, jobs, and common activities by saying, "Tell me about...". The workers' utterances are tape-recorded and later transcribed and analyzed according to an established scoring system. This test was used as the statewide assessment language instrument in all adult refugee programs in Illinois in 1980 and 1981. The BINL was initially chosen as the entry test because it was relevant to the worksite, yielded information on fluency which was considered the primary goal at Denoyer-Geppert, and provided data which could be compared to previous refugee workplace programs. At Denoyer-Geppert, the B.E.S.T. was later adopted for uniformity and consistency with the other sites.

Refer to the following pages for an excerpt of the B.E.S.T., the scoring system of the BINL, and an actual BINL transcription of a student's test.

I. OVERVIEW

During the latter part of the 1970s, new non-academic English as a Second Language (ESL) curricula for adults were developed using a competency-based model. Text materials soon followed which included tasks for demonstrating mastery of individual competencies, but a standardized criterion-referenced test was not available to complement the curricula and the texts. The Basic English Skills Test (B.E.S.T.) now completes that curriculum development effort.

The B.E.S.T. is a test of elementary listening comprehension, speaking, reading, and writing, intended for use with limited-English-speaking adults for whom information on the attainment of basic functional language skills is needed. The test consists of two sections: a Core section and a Literacy Skills section.

The Core section is an individually administered face-to-face interview requiring about 10-15 minutes per examinee. It includes a series of simulated real-life listening comprehension and speaking tasks, such as telling time, asking for directions, handling verbal terms for money, and conversing socially at a simple level. Also included is a reading task (recognition of a series of sight words) and writing task (completion of a short biographical data form) which together serve as a screening device to identify examinees for whom the Literacy Skills section would be appropriate.

The Literacy Skills section, which may be administered either individually or on a group basis, presents a variety of reading tasks ranging from recognizing dates on the calendar and understanding food and clothing labels to reading bulletin announcements and newspaper want ads. Writing tasks range from addressing an envelope and writing a rent check to filling out an application form and writing a short passage on a biographical topic. Testing time for the Literacy Skills section is one hour.

The B.E.S.T. is designed to provide useful information in three basic areas:

(1) evaluating the extent and nature of students' English language proficiency on entry into language training courses, for purposes of appropriate class placement and/or planning of individualized learning activities best suited to a given student;

(2) determining the progress of individual students, or the class as a whole, in developing functional proficiency in English with respect to the types of "survival" and pre-vocational language-use situations represented in the test;

(3) providing diagnostic feedback concerning students' acquisition or lack of acquisition of each of the particular language-use tasks included in the test (for example, telling time, dealing with money, etc.) This information may be used for overall course planning and/or individual remedial instruction.

Although the B.E.S.T. is not intended as a placement or achievement test for vocational training courses taught wholly or primarily in English, it can serve as a screening device in that students who do not perform at a very high level on the tasks represented in the B.E.S.T. would not be expected to have sufficient language proficiency to profit from most English-medium vocational training courses.

INTRODUCTION TO THE BINL

The Basic Inventory of Natural Language (BINL) is a complete criterion referenced system designed to assess the language dominance, proficiency, and growth of students in school language arts and reading programs. It has been found to be particularly suited to bilingual programs and programs dealing with dialects and language development.

In such programs, the BINL system of analysis may be used to determine which of two (or more) languages that a student uses is the dominant language. Dominant language is the language in which the child is most at ease in expressing his ideas, needs and desires. The BINL may also be used to assess proficiency, the degree of command of a particular language or dialect that a child possesses. Proficiency in a language is defined as the ability to use the various components of language such as vocabulary, structure and morphology to express one's thoughts.

The BINL gives series of scores which become the language profile of each student. One of the scores of the profile is that of **Fluency**, the total number of words used by the student during the sampling. This score is a general indicator of ability to use the vocabulary, structures and forms of a language. A second score that results from the BINL is **Level of Complexity**, command of the structures of the language, including the use of modifiers, phrases and clauses. The BINL also separates each of these measures so that they may be considered separately on the student profile. A third score is that of **Average Sentence Length**, which is derived as a function of the fluency count and the number of phrases or sentences used by the student. These scores may be obtained by utilizing materials contained in the BINL Kit.

The BINL system of language assessment involves a series of activities and materials which will be described briefly in the following paragraphs and in detail in the sections that follow.

The BINL system of language assessment focuses on the measurement of oral language; specifically, it assesses natural language speech production in one or more language.

The BINL may be used to determine:

1. Language Dominance
2. Fluency
3. Complexity of language
4. Language development or growth

The BINL Kit contains the following materials:

- BINL Instructions Manual
- Story Starter Posters
- Talk Tiles
- Story Sequence Pictures (Ditto Masters)
- Individual Oral Scores (IOS) Sheets
- Individual Oral Language Profile (IOLP) Sheets
- Class Oral Language Profile (COLP) Sheets
- Sorting Envelopes for Computer Scoring

The contents of this kit provide the necessary materials to obtain the samples, gather the data, analyze the samples, and record the student scores. In addition, the set of materials used for sampling is also to be used in the Prescription Activities presented in the Instructions Manual.

Form 303W
1. Simplified Scoring

RAPID SCORING INSTRUCTIONS (Machine Scoring)

- Transcribe the language samples; begin each new sample on a new line.
- Number the samples 1-10 (minimum).
- List the number of words per sample on the same line in Column C (Fluency).
- IMPORTANT! First group forms by language. Languages MUST be separated into different groups. Sub-groups, other than languages, may be by teacher name, grade level or other identifiers. Each group MUST be in a SEPARATE ENVELOPE.

Sample Number	1-10	A	B	C
Complete Sentence		Partial Sentence		Fluency
1	✓	3	I am from Laos	
2	✓	5	I'm for 6 months	
3	✓	3	Yes I like	
4	✓	7	Because Chicago is nice city and beautiful	
5	✓	2	I like	
6	✓	11	Everything for me is convenient and I have relatives in Chicago	
7	✓	8	Before I lived in Philippines for 6 months	
8	✓	7	Before the Phillipines I lived in Thailand	
9	✓	5	I finish work at 3:15	
10	✓	3	Nothing to do	
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11. Syntactic Analysis (Hand Scoring)

54 Total number of words:
(Total of Column C)10 Total number of samples:
(Enter sum of / marks in Columns A & B)54 Average Sentence Length:
(Divide total number of words by total number of sentences)303 Average Level of Complexity:
Divide Index of Language Ability (above right)
by Total number of sentences

Grammar Column Totals 3 10 50 170 301

Total Index of Language Ability 302

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2. Program-developed pre/post tests

The project developed a pre/post test for each course offered. These tests measured specific literacy skills for the job. Each item was related to a workplace competency and measured the skill in a job simulated activity. The test was administered informally to the entire class at the beginning of the course to ensure that the workers were unable to perform the competency and that they were interested in learning to be able to perform it. Upon conclusion of the course, the test was formally administered to each student by a staff member who was not the student's teacher.

Copies of the pre/post tests can be found on pages 56-76 which discuss Objective 10.

Recommendations:

1. For ESL students, the project strongly recommends the use of a general language test to measure the global language skills of all potential students. The results are important for grouping students.
2. A key factor in testing is the administration. At each worksite, management approved 15 - 20 minutes release time. More than 20 minutes would have disrupted the work flow. Therefore, administration time is a key determinant in selecting a language instrument.
3. In order to continue the work flow, management is likely to release a small group of workers at one time. Therefore, a program should be prepared to schedule staff for small group testing.
4. Those tests which are tied to the workplace are more readily acceptable to employers and workers.

OBJECTIVE 3: Identify the workplace literacy competencies which are the foundation of the curriculum.

The site coordinators interviewed owners, personnel managers and supervisors to determine specific literacy and language needs of each job.

Additionally, personnel managers were interviewed to determine general literacy and language needs for each company. At Magid, the personnel manager, Fred Montero, made a strong case for a life skills component because many employees were getting into severe financial difficulties because they could not understand the installment contracts they signed. As a result, the employees could not make their monthly payments; consequently, they received wage assignments. These wage assignments wasted a lot of valuable management time at Magid.

Job specific courses were developed for sewing machine operators and other support operation, namely, packers and shippers. During the last half of the instructional period, the site coordinators interviewed supervisors and workers to determine job tasks and find out language needs. Also, at Magid, the site coordinator conducted a task analysis of a sewing machine operator which helped in developing instructional materials and also led to piecework classes.

While conducting task analysis, during interview with sewing machine operator, the site coordinator, discovered that the operator did not understand how Magid calculated piecework wages. The coordinator hypothesized that, more than likely, the entire workforce did not understand the procedure. When this was proven correct, the site coordinator presented the idea of company-wide training to teach workers how to calculate piecework wages on a daily, weekly, and quarterly basis. The management agreed and site coordinator developed a one-hour training package for 175 workers.

The following competencies were developed:

Workplace Literacy Competencies

Job Performance

1. Identify products.
2. Describe production process.
3. Follow instructions to carry out a simple task.
4. Respond appropriately to supervisor's comments about the quality of work on the job, including mistakes, working too slowly, and incomplete work.
5. Request the supervisor to check the work.
6. Report completion of the task to the supervisor.
7. Fill out a production form to indicate work done.
8. Request supplies.
9. Ask where an object is located.
10. Follow and give simple oral directions to locate an object or place.
11. State a problem and ask for help as necessary.
12. Respond to inquiry as to nature of the current task; state amount and type of work already completed.
13. Identify substandard products and identify the reasons.

Clarification/Verification

1. Clearly state that something has been/has not been understood.
2. Repeat to verify that something has been understood.
3. Ask someone to repeat more slowly or to repeat something.

Work Schedule/Time Sheet/Paychecks

1. Read and fill out time sheets.
2. Read gross pay, net pay and deductions on paychecks.
3. Report errors on paycheck or piecework form.
4. Respond to request to work a particular shift or schedule.

Safety

1. Read basic safety signs.
2. Fill out an accident report form.

General Work Related

1. Give appropriate reason for absence or tardiness in person or on the phone.
2. Orally or in writing, request permission to take time off or to leave early or to change a work schedule.
3. Read a job announcement.
4. Orally or in writing, apply for a job promotion or transfer.

Social Language

1. Initiate and respond to greetings and farewells.
2. Ask and answer simple questions about personal background and family.
3. Ask and answer simple questions about daily activities, weekly routines, and weekend activities.

General Company

1. Read a job description.
2. Read a production ticket.
3. Read a production form.
4. Read a memo.

JOB SPECIFIC - OVEN OPERATOR
DENOYER GEPPERT SCIENCE COMPANY

COMPETENCY MASTER LIST

1. Identify oven operator's tools.
2. Read mold identification number.
3. Classify type of plastic.
4. Name plastic colors.
5. Read weight on scale.
6. Follow instructions on the oven operator's specification list.
7. Describe oven operation.
8. Request materials.
9. Fill out oven operation form.
10. Report moulding problems.

SITE: INTEGRITY UNIFORM CO.

COURSE: SEWING MACHINE OPERATORS - A

COMPETENCY MASTER LIST

1. Identify sewing machine parts and hand-held tools.
2. Identify rejected materials and reasons for rejection.
3. Identify sizes.
4. Read labels.
5. Read piecework tickets.
6. Request assistance from supervisors or co-workers when machines malfunction.
7. Calculate piecework earnings on daily and weekly basis, determine weekly guarantee.
8. Identify garments produced on site.
9. Describe production process at Integrity.
10. Engage in social conversation during break and lunch time.

SITE: INTEGRITY UNIFORMS

COURSE: JOB SPECIFIC SEWING MACHINE OPERATORS - B

COMPETENCY MASTER LIST

1. Greet co-workers and supervisors.
2. Identify oneself in person or on phone.
 - Name
 - Clock Number
 - Department Number
 - Supervisor's Name
3. Request sewing materials and supplies.
4. Request company forms.
 - Leave of absence
 - Loan
 - Vacation
 - Accident
5. Report defective tools and machine parts.
6. Read paycheck and report errors.
 - Pay period
 - Standard and special deductions
 - Net Pay
 - Totals/Gross Pay
7. Read production ticket.
 - Sequence of operation
 - Name of operation
 - Ticket number
 - SAMS
 - Money
 - Size
8. Identify safety procedures.
9. Use of clarification.
 - Ask for something to be repeated
 - Ask for something to be explained
 - Ask if their work is correct

SITE: MAGID GLOVE CO.

COURSE: SEWING MACHINE OPERATORS

COMPETENCY MASTER LIST

1. Identify sewing machine parts.
2. Identify ancillary tools, i.e. tape measure, scissors, etc.
3. Read piecework tickets.
4. Identify different sewing machines and their uses.
5. Identify sewing operations.
6. Read orange cards describing operations.
7. Identify glove and safety wear materials.
8. Identify product materials.
9. Describe problems that occassionally occur with sewing machines.
10. Explain how piecework rates are set.

SITE: MAGID GLOVE CO.

COURSE: SUPPORT OPERATIONS

COMPETENCY MASTER LIST

1. Describe path of raw materials from entry point of receiving through production, to shipping.
2. Identify departments and functions.
3. Identify products made at Magid.
4. Identify products distributed by Magid.
5. Identify machines.
6. Identify occupations by name and function.
7. Describe job duties.
8. Describe tools and machines used on the job.
9. Read safety signs.
10. Read company memos.

Recommendations:

1. Review drafts of workplace competencies with management and supervisors for verification of importance and accuracy.
2. Competencies should always be stated as observable actions such as read, indicate, calculate.
3. When writing a competency, it is important to determine if it can be measured. If the competency cannot be evaluated, it is not a useful competency and should be discarded.
4. The site coordinator should keep an up-to-date copy of the competency checklist in each student's file for perusal by workplace literacy staff.

OBJECTIVE 4: Develop the curriculum.

The project engaged in four phases of curriculum development.

Phase 1

Prior to the opening of classes site coordinators conducted literacy audits. The purpose of these audits was to gather instructional data and materials and the general view of the workers learning needs and problems that the supervisor and company were experiencing that could be related to basic skills deficiencies.

Phase 2

With the information gathered from Phase 1 a list of general workplace competencies were developed. This list was presented to contact persons/supervisors for comments and suggestions.

Phase 3

As the classes progressed, the coordinators worked closely with the instructor(s) and together came up with a list of competencies for specific jobs in the company for sewing machine operators, painters, oven operators, etc. As all classes were not job specific, a list of competencies for general company course participants evolved.

Phase 4

At the end of the courses, the site coordinators compiled the competencies, instructional materials and activities used in class.

See attached samples of the workplace curriculum.

INSTRUCTIONAL UNIT

Competency: JP 6 - Report completion of a task to a supervisor.

Situations: A worker tells his supervisor he finished a job.

Materials: Realia - company products, tools.

Vocabulary: "Finished, done, check, right, wrong."

Grammatical Structures: Modals - could (request), can.

CORE INTERCHANGE:

Worker: "Barbara, _____."
Barbara: "I'll check it. If it's OK, you
can _____."

COMPANY-SPECIFIC INTERCHANGE:

Painter - Denoyer-Geppert
Loot: "Barbara, I finished painting the heart."
Barbara: "I'll check it. If it's OK, you can start with
the eye."

INSTRUCTIONAL UNIT

Competency: JP 13 - Identify substandard products and identify the reasons.

Situations: Employee shows a substandard product to the supervisor and explains the problem.

Materials: Good products, substandard products.

Vocabulary: "There is/there are;" company specific/terms describing problems; "bubbles, dents, holes, ripped, etc."

Grammatical Structures: Adjectives and nouns describing imperfections

CORE INTERCHANGE:

Employee: "John, something is wrong with the _____."

Supervisor: "What's the problem?"

Employee: "They're _____."

Supervisor: "OK."

COMPANY-SPECIFIC INTERCHANGE:

Magid - Glove Turners

Hector: "George, these 4 gloves have holes in the forge."

George: "OK, give them to me. I'll give them to Susana to sew again."

Recommendations:

1. The project recommends the use of a competency-based curriculum due to its flexibility in the choice of instructional activities, skills appropriate to employees and situations related to the employees jobs.
2. The company's printed materials such as forms, manuals, and etc. for instructional purposes should be included in the curriculum.
3. Everybody's input must be included in the curriculum. This includes workers, supervisors, employer contact, and management.

OBJECTIVE 5: Select the Workplace Literacy Instructors

The site coordinators and directors initially recruited instruction staff via colleagues in the field. The next step was sending job postings to all schools within a 2 mile radius of each company.

An informal screening took place when applicants responded by phone. The following questions were asked to screen applicants:

1. Are you available for the class time including transportation time?
2. Do you have a college degree?
3. Have you ever taught E.S.L., A.B.F., or G.E.D. to adults?
4. Have you ever taught at a workplace?
5. Are you familiar with competency-based instruction?

If the phone interview was satisfactory up to this point, the site coordinators scheduled an interview with applicants. At this time, they were requested to bring a current copy of their resume and a reference. The interviews were conducted at the site itself, so that plant tours could be arranged in the same day.

TRAINING

The project offered two paid inservice training sessions to part-time instructional staff. The following attachments show the topics covered in the training.

WORKPLACE LITERACY PARTNERS IN CHICAGO
Northwest Educational Cooperative (Des Plaines, IL)
Travelers & Immigrants' Aid (Chicago, IL)

STAFF DEVELOPMENT

Travelers and Immigrants' Aid
March 6, 1989
11:00 am - 3:00 pm

A G E N D A

- | | |
|------------------|---|
| 11:00 - 12:00 pm | • Introductions & Orientation |
| 12:00 - 1:00 | Lunch
Pasteur's Vietnamese Restaurant |
| 1:00 - 2:00 | • Assessment of Learning

• How to increase oral participation |
| 2:00 - 2:30 | • Worksite class issues

Retention-How to keep them coming back
for more |
| | Multi-level classes-How to teach different
levels using the same exercises |
| 2:30 - 3:00 | Sharing, brainstorming, problem-solving |

Staff members:

Linda Mrowicki-Project Director, N.E.C.
Monica Lynch-Site Coordinator at Magid Glove Co.
Tess Locsin-Site Coordinator at L & B Wood & Denoyer
Jose Valezquez-Instructor at Magid
Lisa Hebbel-Instructor at Magid
Marcia LeRoy-Instructor at L & B Wood

WORKPLACE LITERACY PARTNERS IN CHICAGO
Northwest Educational Cooperative (Des Plaines, IL)
Travelers & Immigrants' Aid (Chicago, IL)

STAFF DEVELOPMENT

Northwest Educational Cooperative
August 4, 1989
1:00 - 4:00

A G E N D A

- 1:00 - 2:00 Competency-based vs. Grammar-based Instruction
- 2:00 - 3:00 Language immersion conducted in Persian
- 3:00 - 4:00 Identification of texts according to following catagories:
grammar-based
competency-based
pre-vocational
workplace

Staff members:

- | | | |
|----------------|---|--|
| Linda Mrowicki | - | Project Director, N.E.C. |
| Monica Lynch | - | Site Coordinator at Magid Glove Co. |
| Tess Locsin | - | Site Coordinator at L & B Wood & Denoyer-Geppert |
| Judith Berns | - | Instructor at Magid |
| Lisa Hebbel | - | Instructor at Magid |

* * * * * * * * * * * * * * * PART - TIME E.S.L. POSITIONS * * * * * * * * * * *

\$15.00 - \$20.00/HR.

WorkPlace Literacy Partners in Chicago,
a Northwest Educational Cooperative Project,
is hiring part-time E.S.L. teachers to teach
at a manufacturing firm on the Northwest Side
of Chicago. Classes will be held after the
first shift, from 4:00 P.M. - 5:00 P.M.,
Mondays - Thursdays.

If you have E.S.L. experience and are interested,
please call for an interview.

Monica Lynch
Project Coordinator
935-9065

* *

PROJECT WORKPLACE LITERACY PARTNERS IN CHICAGO

August 7, 1989

Please Post

POSITION ANNOUNCEMENT

Project Workplace Literacy Partners in Chicago, is looking for an English as a Second Language Instructor to teach part-time at their sites in Schiller Park and Wood Dale. The Project is a joint venture of Northwest Educational Cooperative, Travelers & Immigrants Aid and the business sector: MAGID Glove Co., L & B Wood Co., and DENOYER GEPPERT Science Company. The Project is funded by the U.S. Department of Education to provide workplace literacy instruction.

DUTIES:

Recruit participants within the sites; prepare work-related lessons and activities; serves as liaison between the Company and the site coordinator; administer pre and post tests; follow-up on student absences and progress; teach 12 hours per week.

QUALIFICATIONS:

Bachelor's degree, Master's preferred, and minimum 3 years experience teaching English as a Second Language, or related field; native-like fluency in Spanish; good interpersonal communication skills; commitment to the Project's goals.

TEACHING HOURS:

At Bretford/Schiller Park

1:45-2:35
2:45-3:25

Bretford/Wood Dale

4:15-5:05

COMPENSATION:

\$20/hr.

TARGET START-UP DATE:

August 21, 1989

Interested applicants call Tess Locsin at 271-1073. In my absence leave your name and phone number to either Joan Schwingen or Rich Dawkins.

PROJECT WORKPLACE LITERACY PARTNERS IN CHICAGO of Northwest Educational Cooperative and Travelers and Immigrants Aid is looking for an experienced English as a Second Language (ESL) teacher to teach part-time at L & B WOOD COMPANY. L & B WOOD COMPANY manufactures unassembled furnitures, like desks, VCR cabinets, bookcases, and etc.

| | | |
|--------------------|---|---|
| SITE | : | L & B WOOD COMPANY
1100 Seymour St.
Franklin Park |
| TIME | : | 3:45 - 4:45 |
| DAY | : | Monday through Thursday |
| START UP DATE | : | Immediately |
| STUDENT POPULATION | : | Polish, Italian, Hispanic & Southeast Asian |
|
\$20/Hour | | |

For interview please contact Tess Locsin or Richard Dawkins at 271-1073 or leave your message at 728-5940.

Recommendations:

1. It is necessary to allow at least six weeks before the start of instruction to recruit, select, and train staff.
2. Our experience indicated a need to recruit 5 applicants for each position to insure the best match between applicant and position.
3. Project expectations must be stated in the interview, such as:
 - A. It is important to show up each day.
 - B. A Professional dress code is required -
 1. no heels for women if they are on shop floor
 2. appropriate business attire
 - C. Lesson plans are mandatory
 - D. Every quarter instructors will be observed and evaluated.
 - E. Instructors are a valuable member of team and are expected and encouraged to provide feedback, input, and ideas to improve classes.
 - F. Monthly paid meetings will be held on site to address joint problem-solving.

OBJECTIVE 6: Recruit students.

The project used the following methods to recruit students:

1. Flyers. At one site, flyers both in English and in Spanish were distributed to all employees in their paychecks.
2. Posters. At all sites posters were put up in cafeterias and work areas.
3. Joint Employer/Program Recruitment Meetings. The site coordinators organized recruitment meetings wherein the employers provided release time to employees to attend. At these meetings, information was disseminated and employers were urged to enroll.
4. Sign-up sheet. Supervisors and foremen put up sign-up sheets near time clocks for workers to sign-up for workplace instruction.
5. Company newsletter. At Magid, the site coordinator and human resources manager included articles about the training in Spanish and English.
6. Student-reach a Student. Workers who enrolled were encouraged to enroll other workers.

¡NUNCA ES TARDE!

¿Sabia Usted que tiene la oportunidad de estudiar Ingles aqui, en esta compañia?

Estas son algunas de las ventajas que usted deberia aprovechar:

- Las clases son gratis
- Son convenientes
- Cualquier empleado es bienvenido al programa
- Disfrute estudiando en compañia de compañeros de trabajo
- Usted puede estudiar durante su periodo de almuerzo, despues del trabajo o ambos periodos
- El saber Ingles les puede ayudar mas en su trabajo y en su vida personal

Hable con el señor Montero para matricularse

¿Qué Pasa? English as a Second language Classes at Magid

by Monica Lynch
Site Coordinator
Workplace Literacy Partners

Since January 9th, Workplace Literacy Partners in Chicago (W.L.P.C.) has been offering English as a second language classes at Magid. The U.S. Department of Education grant-funded project is a collaboration between Magid Glove and Safety Manufacturing Co., 2 other manufacturing firms, Travelers and Immigrants Aid and Northwest Educational Cooperative. Currently there are 3 classes from 4:00 pm - 5:00 pm; additional lunchtime tutoring is also available.

Workplace literacy differs from traditional neighborhood programs for the following reasons: it's very convenient for the employees, it's enjoyable because workers can study with fellow workers, and company managers have input into what is being taught. Here at Magid, for example, we have taught the English vocabulary for different parts of the glove (forge, welt, etc.). The program is designed to increase the student's ability to function in English at work and outside the worksite.

The program, which will be here until the end of the year, has just completed the first cycle. Congratulations are in order for the following employees who participated:

Thank you too, to the executives here at Magid who have been very supportive of the program, namely: Dave Cohen, Harvey Cohen, Lyle Cohen, Neal Cohen, Rusty Cohen, Shelly Cohen, and Fred Montero.

Cycle II will begin on March 20. Any employees who are interested in improving their English skills are urged to sign-up. If you participated in the first cycle and stopped coming for whatever reason, feel free to return. We'd love to see you again!

List of employees who participated in Cycle 1:

| | |
|-----------------------|-----------------------|
| Adame, Maria | Nieves, Maria |
| Aich, Abel | Olayo, Merced |
| Aich, Amanda | Quezada, Maria |
| Alvarado, Ana | Quintero, Norma |
| Amaro, Josefina | Ramirez, Guadelupe |
| Ayala, Carmen | Reza, Juana |
| Beltran, Juana | Rios, Maria |
| Burgos, Maria | Rivera, Genoveva |
| Bustamente, Soledad | Rodriguez, Maria |
| Camacho, Elvia | Roman, Blanca |
| Colon, Hector | Roman, Elia |
| Corona, Rufina | Roman, Maria |
| Cortez, Wilfredo | Rosas, Maria |
| Covarrubias, Manuel | Salgado, Ana |
| Covarrubias, Nicolas | Salgado, Cristina |
| Covarrubias, Pedro | Salgado, Rosa Maria |
| Covarrubias, Santiago | Salgado, Yolanda |
| Cruz, Carlos | Suarez, Marina |
| Delgado, Filadelfo | Villareal, Rosa Maria |
| Delgado, Victoria | Zea, Lida |
| Fernandez, Elvia | |
| Fernandez, Ricardo | |
| Flores, Maria | |
| Gomez, Hermenegildo | |
| Gudino, Efrain | |
| Hernandez, Iluminada | |
| Hernandez, Margarita | |
| Herrera, Maria | |
| Lagunas, Benita | |
| Lara, Lidia | |
| Lara, Teodula | |
| Lema, Maria Julia | |
| Lopez, Evelia | |
| Lopez, Leobardo | |
| Luna, Inocencia | |
| Lupercio, Rufina | |
| Marchan, Bertha | |
| Martinez, Griselda | |
| Martinez, Lucila | |
| Martinez, Raymunda | |
| Mendiola, David | |
| Montoya, Maria | |
| Naranjo, Roman | |
| Naranjo, Romero | |

FROM OUR RETAIL DEPARTMENT:

Our retail sales staff is in place and working hard to show off our new products.

We participated in the 1989 National Home Center Show in March and in the National Hardware Show at McCormick Place in August to show our new retail line.

Some exciting new customers include:

Pergament Home Centers, they have 40 stores on the east coast. West Building Materials who have a 70 store chain in the southeast and Convenience Store Specialists selling to Convenience Stores around the midwest. Next time you're in a Convenience store, look for our logo!

UMUM GOOD:

Try this recipe out on your friends.
MEXICAN WEDDING CAKES

| | |
|--------------|------------------------------|
| 1C. Butter | 2C. Ground pecans or walnuts |
| 1/4 C. Sugar | 1 T. vanilla |
| 2 C. Flour | 1 C. powdered sugar |

Mix all ingredients except powdered sugar and shape into balls. Press down slightly when placing them on greased cookie sheet. Bake 20 minutes in 350°F. oven. While still warm roll in powdered sugar. Yield: 4 doz.



Investigate the advantage of the "Warehouse Club". It costs you nothing to join since you are a member of a group and if you compare prices, there will be times when you really can save a lot of money.



**IT'S
FREE**

An Important Reminder

Benefit Corner:

Remember CIGNA HMO members select a Primary Care Physician. You must always see this physician unless he/she gives you a written referral to a specialist. If you go to another doctor on your own, the bill will not be covered by the insurance.

Remember - if your primary care physician writes you a prescription it has to be purchased at Osco or Walgreens pharmacy. There is a \$3.00 charge for each prescription drug.

ENGLISH CLASSES AT MAGID:

Any employee who wishes to learn or improve his English is invited to join a class. The classes meet from Monday to Thursday from 11:45 to 12:15 and from 4:00 to 5:00. There is a special class for sewing machine operators only. In the other class the beginners meet Mondays and Tuesdays and the intermediates meet Wednesdays and Thursdays. There is always room and you're always welcome to attend. Take advantage of this opportunity! Congratulations to all of the employees who at one point participated in the English Classes. If you dropped out for any reason, you are always welcome to return.

Miscellaneous

FOUNDERS DAY:

We hope everyone enjoyed the Founder's Day Party on October 13th. Paul and Mike did a great job with the lively music. The food was delicious and plentiful. Alyce single-handedly filled all the gloves for our surprise party favors. Over 60 people received shirts for their long years of service. Our special clown was a hit as he passed out balloons. Happy Anniversary Magid - and many more years of business to you! If you would like your photograph that was on display, see Ana in Personnel.

BENEFIT CORNER:

Remember....

If you move, you are to give your new address to Ana Crump immediately. Your personnel records must be changed and you must also fill out a form to notify the insurance company. Check with Ana if you don't remember what address you have on file.

For Your Information

WORKPLACE LITERACY PROJECT:

On September 25th, we had a visitor from the U.S. Department of Education in Washington D.C. Nancy Brooks, Program Officer, toured our company and attended our English Classes. She was very pleased with the activities and gave a good report back to the Project Director. Four hundred companies nationwide applied to be a part of this project. Only 35 were selected (3 in Illinois). Feel free to attend a class to discover what is going on!



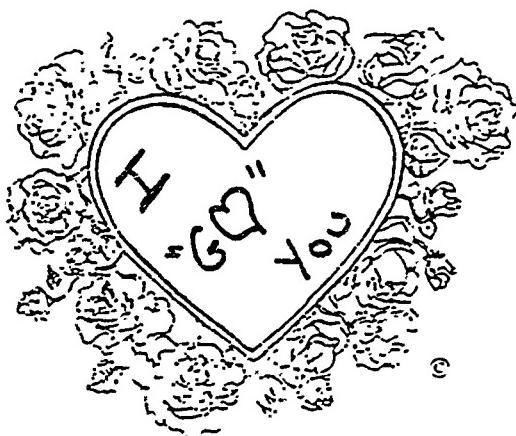
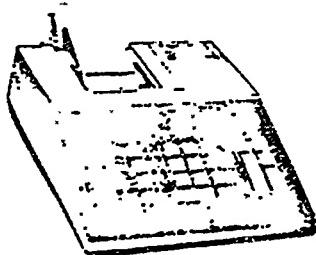
Thank You

About 100 people came in on Saturday, September 23rd to take the year end inventory. Starting at 8:00 A.M. everyone was busy counting as fast as possible (without making any mistakes). All this counting built up big appetites which were satisfied by a great pizza lunch. Through everyone's hard work the inventory was done before 2:00 P.M. The company thanks all who gave up part of their Saturday for this yearly chore.



United buying service members (Magid employees are members) are invited to a special semi-annual furniture sale at Maurice Mandle. The sale dates are January 1, 1990 thru March 10, 1990. To take advantage of this special sale, call United Buying Service at 708-215-7000 to receive a free purchase certificate to the sale.

Miembros de la United Buying Service (los empleados de Magid son miembros también) están invitando a la venta especial de muebles en Maurice Mandle, entre enero 1, a marzo 10 de 1990. Para más beneficios, usted puede a la United Buying al (708)215-7000, para que le den un certificado de compra gratis en esta gran venta.



Good luck to all of you who learned how to figure your daily piece work rates in Monica's classes.

Buena suerte a los que están aprendiendo a figurar sus propios porcentajes trimestrales, en las clases que da Mónica.

Recommendations:

1. The recruitment process should continue throughout the course of the training. The site coordinator and employer contact should be involved during all stages to increase program visibility and continually encourage workers to enroll.
2. Employers should inform newly-hired employees about the program during their orientation to new employees. Experience showed that nearly 100% of all new employees entered training.
3. If the company has a newsletter, suggest to the employer contact to include articles in each newsletter highlighting workplace instruction.
4. In our experience, these methods proved successful:
 - A. Flyers
 - B. Posters
 - C. Recruitment meetings
 - D. Company newsletter articles
 - E. Student reach a student

A method not found to be successful was sign-up sheets. Workers were reluctant to come forward and publicly display their names. Therefore, it is better to have the supervisor and/or site coordinator approach each worker individually and enroll them.

OBJECTIVE 7: Pretest Students

There were 2 types of assessment conducted during the course of the project:

I. Standardized assessments

- A.** The standardized tests were the B.E.S.T. (Basic English Skills Test) and the B.I.N.L. (Basic Inventory Of Natural Language). These tests were administered at the start-up at each site before instruction began. As this was an open entry/exit program, the B.E.S.T. and B.I.N.L. were administered to all participants who joined classes.
- B.** All employers were committed to the program so they provided release time for assessment.

II. Program developed tests

- A.** Site coordinators developed a pre/post test for each course. The students were informally assessed at the beginning of each class to be sure they could not perform a majority of the competencies.
- B.** All students who completed the courses took the post tests which were conducted by staff other than student's instructor.

The table below indicates the number of students tested and a summary of their test results.

| SITE | NO. OF WORKERS TESTED | BEGINNING (SPL O-I) | RESULTS | | |
|------------------------|-----------------------|---------------------|-----------------------------|-----------------------------|---------|
| | | | HIGH BEGINNING (SPL II-III) | INTERMEDIATE AV. (SPL IV-V) | SPL VI+ |
| Bretford Manufacturing | 65 | 9 | 29 | 16 | 11 |
| Denoyer-Geppert | 10 | 6 | 4 | | |
| Integrity Uniform | 79 | 26 | 27 | 26 | |
| Magid Glove & Safety | 95 | 75 | 12 | 8 | |

Recommendations:

1. When assessing workers on company time, it is important that the entire company (management and supervisors) are aware that assessment is taking place and that workers will be pulled off line. Experience has shown that a tag-system where employee returns to line and tells next employee to proceed to assessment center is preferable to any set time schedule.
2. Global assessment and pre/post testing results should be shared with employees.
3. Results of post-testing should be used as a review of competencies that the majority of students may have missed.
4. Individual assessment scores should be released to management only with agreement of employees.

1

49

47

OBJECTIVE 8: Schedule classes.

The following methods were used to establish the optimum schedule for classes:

1. The site coordinators interviewed supervisors and employees to determine preferred study times and instructional settings.
2. The site coordinators conducted a survey among employees for the purpose of getting individual preference for class hours.
3. A sign-up sheet with suggested class hours was passed around to employees to allow them freedom to choose class schedule.

The following schedules were set at these sites:

Courses offered at each site were determined after the site coordinators conducted a literacy audit. The results of the preliminary assessment aided the site coordinators in deciding on courses to be offered at each site. Course assignments reflected the learning needs and skills levels of the employees.

Attached is the schedule of classes at all sites for 1988-1990.

**SCHEDULE OF CLASSES
1988-1990**

| SITE | COURSE | DATES | TIME |
|------------------------|--|-------------------|---------------|
| Denoyer-Geppert | Lifeskills 101 | Dec. 5 - Feb. 10 | 3:15 - 5:00 |
| | Lifeskills 201 | " | 3:15 - 5:00 |
| | Job-Specific-Supervisor | " | 2:00 - 3:00 |
| | Lifeskills 102 | Feb. 13 - Apr. 6 | 3:15 - 5:00 |
| | Workskills 101 | " | 3:15 - 5:00 |
| | Job-Specific-Supervisor | " | 2:00 - 3:00 |
| | | | |
| L & B Wood | Lifeskills 101 | Feb. 27 - June 29 | 3:30 - 4:45 |
| | Lifeskills 101 | " | 3:30 - 4:45 |
| Magid Glove Co. | Lifeskills 101 | Jan. 9 - Mar. 9 | 4:00 - 5:00 |
| | Lifeskills 202 | " | 4:00 - 5:00 |
| | Lifeskills 201 | " | 4:00 - 5:00 |
| | Tutoring | " | 11:45 - 12:15 |
| Magid Glove Co. | Lifeskills 101 | Mar. 20 - May 25 | 4:00 - 5:00 |
| | Workskills 101 | " | 4:00 - 5:00 |
| | Workskills 201 | " | 4:00 - 5:00 |
| | Tutoring-Level A | " | 11:45 - 12:15 |
| | Tutoring-Level B | " | 11:45 - 12:15 |
| Denoyer-Geppert | Lifeskills 201 | Apr. 13 - June 29 | 3:15 - 5:00 |
| | Workskills 102 | " | 3:15 - 5:00 |
| Magid Glove | Lifeskills 103 | June 5 - Aug. 25 | 4:00 - 5:00 |
| | Workskills 102 | " | 4:00 - 5:00 |
| | Workskills 202 | " | 4:00 - 5:00 |
| | Tutoring | " | 11:45 - 12:15 |
| | | | |
| Denoyer Geppert | Workskills 101 | July 5 - Sept. 14 | 3:15 - 5:00 |
| | Workskills 102 | " | 12:00 - 12:30 |
| | General Workskills | July 5 - Dec. 7 | 12:00 - 12:30 |
| | Job Specific-Oven Operator | Sept. 4 - Dec. 7 | 12:00 - 12:30 |
| | | | |
| Bretford Manufacturing | General Workskills | Sept. 12 - Nov. 9 | 3:45 - 4:35 |
| | General Workskills | " | 3:45 - 4:35 |
| | General Workskills | " | 4:15 - 5:05 |
| Magid Glove | Job-Specific: Sewing Machine Repairman | July 24 - July 27 | 4:00 - 5:00 |
| | Job-Specific: Support Operations A | Sept. 4 - Nov. 9 | 4:00 - 5:00 |
| | Job-Specific: Support Operations B | Sept. 4 - Nov. 9 | 5:00 - 5:00 |
| | Tutoring | Sept. 4 - Nov. 9 | 11:45 - 12:15 |
| | | | |
| | | | |
| | | | |

**SCHEDULE OF CLASSES
1988-1990**

| SITE | COURSE | DATES | TIME |
|--------------------|---|-------------------|---|
| Magid Glove | Piece Work Training | Dec. 5 - Feb. 7 | (All on company time-
9:00 am - 4:00 pm) |
| Integrity Uniforms | Job-Specific: Sewing
Machine Operators B | Jan. 29 - Mar. 29 | 3:30 - 5:00 |
| | Job-Specific: Sewing
Machine Operators B | Jan. 30 - Mar. 29 | 3:30 - 5:00 |
| | Job-Specific: Sewing
Machine Operators A | Jan. 30 - Mar. 29 | 3:30 - 5:00 |
| | Job-Specific: Sewing
Machine Operators A | Jan. 31 - Mar. 29 | 3:30 - 5:00 |

Recommendations:

1. Classes should be scheduled in such a way that the hours are convenient to employees and do not interfere with the work production schedule.
2. The after-work hours were the preferred schedule. However, at Magid Glove Company, the management offered release time to employees to learn how to calculate piecework wages.
3. When possible, employees should be grouped according to job categories, learning needs, and skill levels to facilitate learning.
4. Classes should be open entry/exit to allow more flexibility to accommodate late enrollees, employees with irregular work schedules and employees that work overtime, and car pools.
5. When scheduling classes, employees' preferences to class time must be taken into consideration.
6. As not all employees are able to attend the after-work class schedule, the project recommends using the lunch break for tutoring. Tutoring sessions were provided to employees at Magid Glove Company and Denoyer Geppert Science Company.

OBJECTIVE 9: Provide workplace literacy instruction to 250 workers.

The project provided instruction to 323 workers. 33 different courses were offered at 5 workplaces. The courses included lifeskills, workskills, general company courses, and job-specific classes. Additionally, company-wide piecework training was provided at one site. At the 2 sites where it was convenient, lunch time tutoring was offered.

The following chart shows the site, courses offered, number of employees enrolled, and success rate.

COURSE STATISTICS

| DATE | SITE | COURSE | # OF STUDENTS ENROLLED | SUCCESES | FAILURES | DROPS | % of success |
|-----------------|-------|-----------------------------|------------------------|----------|----------|--------|--------------|
| 12/5/88-2/10/89 | D.G. | Lifeskills 101 | 10 | 9 | 0 | 1-M | 100 |
| 12/5/88-2/10/89 | D.G. | Lifeskills 201 | 3 | 3 | 0 | 0 | 100 |
| 12/5/88-2/10/89 | D.G. | Job-Specific Supervisor | 1 | 1 | 0 | 0 | 100 |
| 2/13/89-4/6/89 | D.G. | Lifeskills 102 | 3 | 3 | 0 | 0 | 100 |
| 2/13/89-4/6/89 | D.G. | Workskills 101 | 5 | 5 | 0 | 0 | 100 |
| 2/13/89-4/6/89 | D.G. | Job-Specific Supervisor | 1 | | | 1-T | |
| 4/13/89-6/29/89 | D.G. | Lifeskills 201 | 4 | 4 | 0 | 0 | 100 |
| 4/13/89-6/29/89 | D.G. | Workskills 102 | 4 | 3 | 0 | 1 | 100 |
| 7/5/89-9/14/89 | D.G. | Workskills 101 | 4 | 4 | 0 | 0 | 100 |
| 7/5/89-9/14/89 | D.G. | Workskills 102 | 3 | 3 | 0 | 0 | 100 |
| 7/5/89-12/7/89 | D.G. | General Workskills | 6 | 3 | 0 | 3-T | 100 |
| 9/4/89-12/7/89 | D.G. | Job Specific: Oven Operator | 1 | 1 | 0 | 0 | 100 |
| 10/4/89-12/7/89 | D.G. | Tutoring | 3 | 3 | 0 | 0 | 100 |
| 2/27/89-6/29/89 | L&B | Lifeskills 101 | 8 | 8 | 0 | 0 | 100 |
| 2/27/89-6/29/89 | L&B | Lifeskills 102 | 5 | 5 | 0 | 0 | 100 |
| 1/9/89-3/9/89 | Magid | Lifeskills 101 | 29 | 16 | 4 | 9 | 80 |
| 1/9/89-3/9/89 | Magid | Lifeskills 201 | 17 | 14 | 2 | 1-A | 88 |
| 1/9/89-3/9/89 | Magid | Lifeskills 202 | 19 | 15 | 2 | 2 | 88 |
| 1/9/89-3/9/89 | Magid | Tutoring | 22 | 22 | 0 | 0 | 100 |
| 3/20/89-5/25/89 | Magid | Workskills 101 | 12 | 10 | 1 | 1-T | 91 |
| 3/20/89-5/25/89 | Magid | Workskills 102 | 10 | 9 | 0 | 1-T | 100 |
| 3/20/89-5/25/89 | Magid | Lifeskills 102 | 21 | 16 | 0 | 5-LE | 100 |
| 3/20/89-5/25/89 | Magid | Tutoring - A | 16 | 16 | 0 | 0 | 100 |
| 3/20/89-5/25/89 | Magid | Tutoring - B | 3 | 3 | 0 | 0 | 100 |
| 6/5/89-8/25/89 | Magid | Lifeskills 103 | 16 | 10 | 1 | 4(1-T) | 91 |
| 6/5/89-8/25/89 | Magid | Workskills 102 | 7 | 6 | 0 | 1-T | 100 |
| 6/5/89-8/25/89 | Magid | Workskills 202 | 9 | 7 | 0 | 2 | 100 |
| 6/5/89-8/25/89 | Magid | Tutoring | 12 | 12 | 0 | 0 | 100 |

COURSE STATISTICS

| DATE | SITE | COURSE | # OF STUDENTS ENROLLED | SUCCESES | FAILURES | DROPS | % of success |
|-------------------|-----------|--|------------------------|----------|----------|-------|--------------|
| 7/24/89-7/27/89 | Magid | Job Specific: Sewing Machine Repairman | 1 | 1 | 0 | 0 | 100 |
| 9/4/89-11/9/89 | Magid | Job Specific: Support Operations A | 5 | 5 | 0 | 0 | 100 |
| 9/4/89-11/9/89 | Magid | Job Specific: Sewing Machine Operator | 6 | 6 | 0 | 0 | 100 |
| 9/4/89--11/9/89 | Magid | Job Specific: Support Operations B | 9 | 6 | 0 | 3 | 100 |
| 9/4/89-11/9/89 | Magid | Tutoring | 10 | 10 | 0 | 0 | 100 |
| 11/13/89-11/30/89 | Magid | General Company Course A | 6 | 6 | 0 | 0 | 100 |
| 12/5/89-2/7/90 | Magid | Piecework/Calculator Training | 168 | 168 | 0 | 0 | 100 |
| 1/31/90-3/28/90 | Integrity | Job Specific: Machine Operators A | 13 | 7 | 3 | 3-T | 70 |
| 2/1/90-3/29/90 | Integrity | Job Specific: Machine Operators A | 13 | 9 | 3 | 1-T | 75 |
| 1/29/90-3/28/90 | Ingegrity | Job Specific: Machine Operators B | 8 | 5 | 1 | 2-T | 83 |
| 1/30/90-3/29/90 | Integrity | Job Specific: Machine Operators B | 8 | 4 | 2 | 2-T | 67 |
| | | | — | — | — | — | — |
| | | | 501 | 438 | 19 | 44 | |

CODES:

- A - Enrolled in Amnesty Class Off-Site
- T - Terminated
- M - Moved
- LE - Late entry (entered during last half of course)

Recommendations:

1. There should be at least a 5 minute break between work and class.
2. After a long day at a blue collar assembly job, workers are tired and need to move around to remain engaged and alert in class. We recommend total physical response, demonstrations, role plays, and simulations.
3. The instructor should incorporate a variety of ESL techniques. The following were successful in engaging students:
 - problem posing,
 - dialogue journal,
 - sight reading,
 - role plays,
 - dialog practice,
 - listening exercises

OBJECTIVE 10: Measure student achievement of the workplace competencies.

To measure employees' achievement of the workplace competencies, the site coordinators and instructors developed tools to record and measure performance.

A two-step procedure was used to measure and record achievement.

1. Ongoing progress was recorded on key competency checklists. These checklists contained competencies identified as important by the employer and the job description. The employee's achievement was measured by her/his ability to demonstrate a competency such as, read the timesheet, calculate the time to produce an item, read production form, etc.. The instructor noted the date and the degree of performance as employee demonstrated the competency. The completed checklist was filed in the employee folder and was available for review by the employer, instructor and employee.
2. Post Tests were developed by the site coordinators for each course offered. The test measured performance of selected competencies. The test was administered by different instructors at the end of the course. A score of 70% or better indicated successful completion.

The project standard was that 90% of the employees who completed the course satisfactorily demonstrated the competencies.

After course completion the site coordinators met with the supervisors for feedback of the effect of the course on the job performance.

Attached are samples of the competency checklists and post tests.

PROJECT WORKPLACE LITERACY PARTNERS IN CHICAGO
Northwest Educational Cooperative/Travelers' & Immigrants Aid

END OF COURSE SUMMARY

Name: _____

Site: Denoyer Geppert Science Company

Language Proficiency Level At Time of Entry:

Course: Workskills 101

Beginning (SPL I; SPL II)

Instructor: _____

High Beginning (SPL III; SPL IV)

Dates: _____

Intermediate (SPL V; SPL VI)

Advanced (SPL VII+)

Native Speaker of English

The student at the end of the course:

| | Cannot
perform | Performs
adequately | Performs
well | |
|--|-------------------|------------------------|------------------|---|
| 1. Call in sick/late. | 0 | 1 | 2 | 3 |
| 2. Calculate time to finish a set of
model. | 0 | 1 | 2 | 3 |
| 3. Identify tools. | 0 | 1 | 2 | 3 |
| 4. Report faulty product. | 0 | 1 | 2 | 3 |
| 5. Request supplies. | 0 | 1 | 2 | 3 |

COMMENTS:

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PROJECT WORKPLACE LITERACY PARTNERS IN CHICAGO
Northwest Educational Cooperative/Travelers' & Immigrants Aid

END OF COURSE SUMMARY

Name: _____

Site: Denoyer Gennert Science Company

Language Proficiency Level At Time of Entry:

Course: Job Specific Course -Oven Operator

Beginning (SPL 0; SPL I; SPL II)
High Beginning (SPL III; SPL IV)
Intermediate (SPL V; SPL VI)
Advanced (SPL VII+)
Native Speaker of English

Instructor: _____

Dates: _____

The student at the end of the course:

| | Cannot
perform | Performs
adequately | Performs
well |
|--|-------------------|------------------------|------------------|
|--|-------------------|------------------------|------------------|

- | | | | | | |
|--|---|---|---|---|---|
| 1. Identify tools. | 0 | 1 | 2 | 3 | 4 |
| 2. Read an Oven Operator's Specification List. | 0 | 1 | 2 | 3 | 4 |
| 3. Report molding problem. | 0 | 1 | 2 | 3 | 4 |
| 4. Weigh plastic. | 0 | 1 | 2 | 3 | 4 |
| 5. Fill out oven operator's production form. | 0 | 1 | 2 | 3 | 4 |

COMMENTS:

PROJECT WORKPLACE LITERACY PARTNERS IN CHICAGO
Northwest Educational Cooperative/Travelers' & Immigrants Aid

END OF COURSE SUMMARY

Name: _____

Site: DENOYER GEPPERT SCIENCE COMPANY

Language Proficiency Level At Time of Entry:

Beginning (SPL 0; SPL I; SPL II)

High Beginning (SPL III; SPL IV)

Intermediate (SPL V; SPL VI)

Advanced (SPL VII+)

Native Speaker of English

Course: Workskills 102

Instructor: _____

Dates: _____

The student at the end of the course:

| | Cannot
perform | Performs
adequately | Performs
well |
|---|-------------------|------------------------|------------------|
| 1. Call in sick and give appropriate reason for absence or tardiness. | 0 | 1 | 2 |
| 2. Request permission to take time off or leave early. | 0 | 1 | 2 |
| 3. Clearly state when something has not been understood. | 0 | 1 | 2 |
| 4. Fill out timesheet. | 0 | 1 | 2 |
| 5. Identify and ask for safety equipment. | 0 | 1 | 2 |

COMMENTS:

PROJECT WORKPLACE LITERACY PARTNERS IN CHICAGO
Northwest Educational Cooperative/Travelers' & Immigrants Aid

END OF COURSE SUMMARY

Name: _____

Site: Integrity Uniform Co.

Language Proficiency Level At Time of Entry:

Beginning (SPL 0; SPL I; SPL II)

High Beginning (SPL III; SPL IV)

Intermediate (SPL V; SPL VI)

Advanced (SPL VII+)

Native Speaker of English

Course: Sewing Machine Operator

Instructor: M.L. Lynch

Dates: Jan. 29-Mar. 29 1990

The student at the end of the course:

| | Cannot
perform | Performs
adequately | Performs
well | | |
|--|-------------------|------------------------|------------------|---|---|
| 1. Identify sewing machine parts and hand-held tools. | 0 | 1 | 2 | 3 | 4 |
| 2. Read piecework tickets. | 0 | 1 | 2 | 3 | 4 |
| 3. Identify garments produced on site. | 0 | 1 | 2 | 3 | 4 |
| 4. Describe production process at Integrity. | 0 | 1 | 2 | 3 | 4 |
| 5. Calculate piecework earnings on daily and weekly basis, determine weekly guarantee. | 0 | 1 | 2 | 3 | 4 |

COMMENTS:

PROJECT WORKPLACE LITERACY PARTNERS IN CHICAGO
Northwest Educational Cooperative/Travelers' & Immigrants Aid

END OF COURSE SUMMARY

Name: _____

Site: Magid _____

Language Proficiency Level At Time of Entry:

Beginning (SPL 0; SPL I; SPL II)

High Beginning (SPL III; SPL IV)

Intermediate (SPL V; SPL VI)

Advanced (SPL VII+)

Native Speaker of English

Course: General Workskills

Instructor: _____

Dates: _____

The student at the end of the course:

| | Cannot
perform | Performs
adequately | Performs
well |
|---|-------------------|------------------------|------------------|
| 1. Calculate piecework wages. | 0 | 1 | 2 |
| 2. Identify parts of glove. | 0 | 1 | 2 |
| 3. Request a change in a work schedule. | 0 | 1 | 2 |
| 4. Respond appropriately to a request to work overtime. | 0 | 1 | 2 |
| 5. Read basic safety signs. | 0 | 1 | 2 |

COMMENTS:

PROJECT WORKPLACE LITERACY PARTNERS IN CHICAGO
Northwest Educational Cooperative/Travelers' & Immigrants Aid

END OF COURSE SUMMARY

Name: _____

Site: _____ Magid

Language Proficiency Level At Time of Entry:

Beginning (SPL 0; SPL I; SPL II)

High Beginning (SPL III; SPL IV)

Intermediate (SPL V; SPL VI)

Advanced (SPL VII+)

Native Speaker of English

Course: General Workskills

Instructor: _____

Dates: _____

The student at the end of the course:

| | Cannot
perform | Performs
adequately | Performs
well |
|--|-------------------|------------------------|------------------|
| 1. Calculate piecework wages. | 0 | 1 | 2 |
| 2. Identify parts of glove. | 0 | 1 | 2 |
| 3. Request a change in a work schedule. | 0 | 1 | 2 |
| 4. Respond appropriately to a request to
work overtime. | 0 | 1 | 2 |
| 5. Read basic safety signs. | 0 | 1 | 2 |

COMMENTS:

PROJECT WORKPLACE LITERACY PARTNERS IN CHICAGO
Northwest Educational Cooperative Travelers' & Immigrants Aid

END OF COURSE SUMMARY

Name: _____

Site: Madrid

Language Proficiency Level At Time of Entry:

Beginning (SPL 0; SPL I; SPL II)

High Beginning (SPL III; SPL IV)

Intermediate (SPL V; SPL VI)

Advanced (SPL VII+)

Native Speaker of English

Course: Workskills 102

Instructor: _____

Dates: _____

The student at the end of the course:

| | Cannot perform | Performs adequately | Performs well | | |
|--|----------------|---------------------|---------------|---|---|
| 1. Identify products. | 0 | 1 | 2 | 3 | 4 |
| 2. Give directions within worksite. | 0 | 1 | 2 | 3 | 4 |
| 3. Read payroll stub. | 0 | 1 | 2 | 3 | 4 |
| 4. Discuss weekend plans and activities. | 0 | 1 | 2 | 3 | 4 |
| 5. Identify substandard products. | 0 | 1 | 2 | 3 | 4 |

COMMENTS:

65

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END OF COURSE SUMMARY

Name: _____

Site: Magid _____

Language Proficiency Level At Time of Entry:

Beginning (SPL 0; SPL I; SPL II)

High Beginning (SPL III; SPL IV)

Intermediate (SPL V; SPL VI)

Advanced (SPL VII+)

Native Speaker of English

Course: Job Specific-Support Operations

Instructor: _____

Dates: _____

The student at the end of the course:

| | Cannot perform | Performs adequately | Performs well | | |
|---|----------------|---------------------|---------------|---|---|
| 1. Describe path of raw materials from receiving to shipping. | 0 | 1 | 2 | 3 | 4 |
| 2. Identify company departments and functions | 0 | 1 | 2 | 3 | 4 |
| 3. Identify Magid products. | 0 | 1 | 2 | 3 | 4 |
| 4. Describe job duties. | 0 | 1 | 2 | 3 | 4 |
| 5. Describe tools and machines used on job. | 0 | 1 | 2 | 3 | 4 |

COMMENTS:

66

PROJECT WORKPLACE LITERACY PARTNERS IN CHICAGO
Northwest Educational Cooperative/Travelers' & Immigrants Aid

END OF COURSE SUMMARY

Name: _____

Site: Magid

Job Specific -
Course: Sewing Machine Operator

Language Proficiency Level At Time of Entry:

Beginning (SPL 0; SPL I; SPL II)

High Beginning (SPL III; SPL IV)

Intermediate (SPL V; SPL VI)

Advanced (SPL VII+)

Native Speaker of English

Instructor: _____

Dates: _____

The student at the end of the course:

| | Cannot
perform | Performs
adequately | Performs
well | | |
|--|-------------------|------------------------|------------------|---|---|
| 1. Identify sewing machine parts. | 0 | 1 | 2 | 3 | 4 |
| 2. Read piecework tickets. | 0 | 1 | 2 | 3 | 4 |
| 3. Identify sewing machine operations. | 0 | 1 | 2 | 3 | 4 |
| 4. Explain how piecework rates are set. | 0 | 1 | 2 | 3 | 4 |
| 5. Read orange signs describing sewing operations. | 0 | 1 | 2 | 3 | 4 |

COMMENTS:

67

PRE/POST TEST
GENERAL WORKSKILLS
DENOYER GEPPERT SCIENCE COMPANY

Student's Name _____

Class _____

Date _____

Instructor _____

- A. Student identifies company's paint colors. One point for each color identified.

Artery Red _____
Negro Flesh _____
Vein Blue _____
Muscle Red _____
Pittsburg White _____
Lung Color _____

RBH White _____
Turpentine _____
Flesh Color _____
Canary Yellow _____
Green _____
Esophagus _____

- B. Teacher displays painter's tools and materials in front of the student. Student must request 5 items to get 5 points core. A check indicates item requested.

Paint Brush _____
Thinner _____
Mixing Knife _____
Tissue Paper _____
Paint _____
Empty Jar _____
Spray Gun _____

- C. Student reads safety procedures and circles YES or NO for an answer.

1. Vapor masks must be worn when operating spray guns/air brushes. YES NO
2. Leave the paint jar open when not in use. YES NO
3. Leave your thinner can open. YES NO
4. Keep all the empty paint jars on your workbench. YES NO
5. There are penalties to workers who do not follow safety rules. YES NO

- D. Teacher hands to student a timesheet. Student answers the following questions:

1. What time did you start work on Tuesday?
2. How many hours did you work on Wednesday?
3. What's the week ending date?
4. What's the total hours?
5. What day did you work overtime?

(Total Score = 27) _____

**PRE/POST TEST
WORKSKILLS 201
DENOYER GEPPERT SCIENCE COMPANY**

Student's Name _____

Class _____

Date _____

Instrutor _____

1. Student converts the hours worked into minutes and writes the total.

9:00-11:00 _____
7:00-12:00 _____
1:30- 3:00 _____
10:15-11:00 _____
12:00- 2:15 _____

TOTAL _____

2. Student reads product number. One point for each number read correctly.

706 _____
114 _____
104 _____
101-00 _____
162 _____
102 _____

3. Student reads the following model names:

| | | | |
|-----------|-------|--------------------|-------|
| Jaw | _____ | Respiratory System | _____ |
| Big Torso | _____ | Sex Organ | _____ |
| Brain | _____ | Digestive System | _____ |
| Eyes | _____ | Liver | _____ |
| Kidney | _____ | Small Torso | _____ |
| Petals | _____ | Tooth | _____ |

**PRE/POST TEST
JOB SPECIFIC - OVEN OPERATOR
DENOYER-GEPPERT SCIENCE CO.**

Student's Name _____

Class _____

Date _____

Instructor _____

A. Teacher shows pictures and replicas of items below for student to identify. A cross mark (x) indicates inability to identify and a check (/) for item identified.

Tools

Pliers _____
C-clamp _____
Vise Grip _____
Screw Driver _____
Socket Wrench _____

Plastic Colors

Flesh _____
Green _____
Orange _____
White _____

Plastic

Hard _____
Soft _____

Mold ID Number

107-46 _____
118-41 _____
123-43 _____
182-44 _____
706-44A _____

B. Teacher hands to student a list of 5 items from the Oven Operator's Specification List. Student reads the list. A check is assigned to item read.

| MOLD ID | PLASTIC | COLOR | WEIGHT | DESCRIPTION | NUMBER OF PARTS OUT |
|---------|---------|-------|--------|---------------|---------------------|
| 114-42 | H | W | 10 | CANINE TOOTH | 1 |
| 102-41 | H | F | 12 | EYE BOTTOM | 1 |
| 123-42 | S | F | 20 | EAR (AURICLE) | 1 |
| 106-01 | H | W | 4 | SET OF TEETH | 4 |
| 500-02 | H | O | 4 | PETALS | 4 |

**PRE/POST TEST
JOB SPECIFIC - SEWING MACHINE OPERATOR (A)
INTEGRITY UNIFORM COMPANY**

Student's Name _____

Class _____

Date _____

Instructor _____

25 points possible - Score 1 point for each correct, intelligible answer.
Tester fills in student's reply where applicable.

1. What is your name? _____
2. What is your clock number? _____
3. How long have you worked at Integrity? _____
4. In which department do you work? _____
(Department name, number or supervisor is acceptable.)
5. What do you sew? _____
6. What items does Integrity produce? _____
7. Who do they sell these items to? _____

TICKETS

*Realia: highlighted piecework ticket
legend*

- | | <u>RIGHT</u> | <u>WRONG</u> |
|---|--------------|--------------|
| 8. What is the custom/stock number?
-C 2202- | ____ | ____ |
| 9. What is the ticket number?
-139410- | ____ | ____ |
| 10. How much does this ticket pay?
-\$5.86- | ____ | ____ |
| 11. What is the name of this operation?
-Set sleeve/shoulder pads- | ____ | ____ |
| 12. What is the style number?
-0321- | ____ | ____ |
| 13. What is SAMS-Standard Allowed Minutes?
-53.3280- | ____ | ____ |

RIGHT WRONG

14. What is the sequence number-order of operation?

-30-

15. How many pieces are in this bundle?

-12-

PAYCHECK

Realia: sample paycheck

16. How many hours did she work this week?

-40-

17. How much did she pay for health insurance this week?

-\$10.39-

18. How much did she pay for state taxes this year?

-\$42.01-

19. How much has she paid for social security or FICA this year?

-\$121.87

20. Does she have any loans to repay?

-No-

21. How many hours of overtime did she work?

-5 hours-

22. How much money did she make in overtime?

-\$11.25-

23. What is her guarantee?

\$11.25 x 2 = \$22.50 - 5 = \$4.50

24. What is her gross this week?

-\$246.06-

25. What is her take-home pay?

-\$218.94-

correct = _____

correct x 4 = _____

% correct _____

**PRE/POST TEST
JOB SPECIFIC - SEWING MACHINE OPERATOR-B
INTEGRITY UNIFORM COMPANY**

Student's Name _____

Class _____

Date _____

Instructor _____

1. Student states the following information:
(One point for each information stated correctly.)
 - a. Name _____
 - b. Clock Number _____
 - c. Department Number _____
 - d. Supervisor's Name _____

2. Examiner hands production ticket to student. Student points to or identifies the following:
(One point for each item identified.)
 - a. Ticket Number _____
 - b. Number of pieces in a bundle _____
 - c. SAMS (Standard Allowed Minutes) _____
 - d. Money _____

3. Examiner displays sewing materials in front of the student. Student names the item as examiner points. (One point for each item identified).
 - a. Zipper _____
 - b. Elas·tic _____
 - c. Thread _____
 - d. Money _____
 - e. Laundry label _____
 - f. Size label _____
 - g. Bundle _____

4. Examiner gives to student a copy of the paycheck. Student responds to the following questions:
 - a. What's the total pay? _____
 - b. What's the net pay? _____
 - c. What's the total hours? _____
 - d. How much was taken for FICA? _____
 - e. What's the overtime pay? _____

TOTAL POINTS:

#-1 = 4
#-2 = 4
#-3 = 7
#-4 = 5

TOTAL: 20

PRE/POST TEST:

GENERAL WORKPLACE COURSE

1. Calculate the piecework wages and find the total.

5 pieces at \$.78

10 pieces at \$.25

15 pieces at \$.84

11 pieces at \$.22

TOTAL:

(Score: 1 point each for a total of 5.)

2. Teacher shows a glove and points to different parts of the glove. Students orally identify the following parts:

- a. forge
- b. welt
- c. palm
- d. Gunn cut
- e. Clute pattern

(Score: 1 point for each for a total of 5.)

3. You need to take off next Friday because you have a doctor's appointment. Ask for time off.

(Score: 1 point for a request for time to talk, 1 point for a comprehensible request, 1 point for giving the reason, 1 point for specifying the day for a total of 4.)

4. You are asked to work overtime today. You want to do it.

(Score: 1 point for agreeing and 1 point for verifying comprehension.)

You are asked to work overtime today. You can't stay later.

(Score: 1 point for saying you cannot.)

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5. Read these safety signs.

DANGER

Wear
safety glasses here!

Wear a hard hat

FIRST AID KIT

(Score: 1 point for each for a total of 4.)

TOTAL POINTS:

Part 1: 5

Part 2: 4

Part 3: 4

Part 4: 3

Part 5: 4

TOTAL: 20

PRE/POST TEST
COURSE: JOB SPECIFIC - SUPPORT OPERATIONS
MAGID GLOVE COMPANY

Student's Name _____ Class _____

Date _____ Instructor _____

1. Read: "What are the names of the departments at Magid?"

(Score: 1 point for each department named - Shipping and Receiving, Miscellaneous Sewing, Disposable Clothing, Leather Sewing, Cutting, Office, for a total of 6 points.)

2. Identify the following products:

Realia - 6 Magid products

(Score 1 point for each item: earmuffs, leather palm gloves, earplugs, tyevac coveralls, respirator, tyevac smock, for a total of 6 points.)

3. Read: "Tell me what you do on your job everyday."

(Score 3 points possible for fluency and grammar.)

4. Read: "This is some leather material. Tell me how it becomes a pair of gloves.. What departments does the material go through on its way to becoming gloves?"

(Score: 1 point for correct department, 1 point for correct order for a total of 10 points.

Shipping and receiving
Cutting
Leather sewing
Miscellaneous sewing
Shipping and receiving

**PRE/POST TEST
JOB SPECIFIC - SEWING MACHINE OPERATOR
MAGID GLOVE COMPANY**

25 points possible

1. Realia: "piecework ticket"

READ: "Look at this piecework ticket. What are the sewing operations?"

(Score: 1 point for each operation - piecefinger, thumb, join, thumb strap, close, tack, hand, for 7 points.)

2. Realia: "piecework ticket"

(Score: 5 points total)

| | Answer | Points |
|--|--------|--------|
| A. How much does the thumb strap operation pay? | (1.05) | ____ |
| B. How much doe the tack lining, welder pay? | (.95) | ____ |
| C. How much does the piece finger, 1/2 welt with back pay? | (.77) | ____ |
| D. How much does the close, inseam pay? | (1.91) | ____ |
| E. How much does the hand, closed lining, attach cuff pay? | () | ____ |

3. Explain how Magid calculates your quarterly average.

(8 points possible)

Answer: (Spanish is acceptable)

For three months, they add up how much I earned to find my total earnings for 3 months. Then they add up how many hours I've worked to find my total hours worked for 3 months. They divide my total earnings by total hours to find my quarterly average."

4. Using this calculator, find out what the average hourly rate was for this sewing machine operator for 1 week.

| <u>DAY</u> | <u>HOURS WORKED</u> | <u>EARNINGS</u> |
|------------|---------------------|-----------------|
| Mon | 8 | 41.12 |
| Tues | 7-1/2 | 56.00 |
| Wed | 8 | 47.15 |
| Thurs | 8 | 39.87 |
| Fri | 6 | 36.12 |

(Score: 5 points for correct answer)

Recommendations:

1. Supervisors should be consulted for input as to the effect of the course on the job performance within one month of course completion.
2. Employers should be given a summary report of the overall achievement of the employees at the end of the course. The report should include a copy of the post tests and competency checklists.
3. Remedial training should be offered to employees who failed the post test or to employees who missed 50% of class hours during lunch break or after work.

3. For projects involving direct services to individuals, identify the number and characteristics of project participants who completed planned project activities and of those who did not, and the outcomes achieved by participants who completed project activities.

A total of 50% class slots were filled by 323 workers. The breakdown of success for those class slots were as follows:

| SUCCESSFUL
COMPLETIONS | FAILURES | DROP-OUTS | TOTAL SLOTS |
|---------------------------|--------------|--------------|-----------------|
| <u>438/87%</u> | <u>19/4%</u> | <u>44/9%</u> | <u>501/100%</u> |

A very small number (4%) of the total enrollments did not achieve the competencies. This is attributed to poor attendance and previously undetected learning disabilities.

These students were re-enrolled in another class and given the opportunity to learn the content. While the statistics indicate the individuals as "failures", they became "successes" in the next cycle.

Follow-up was inducted to identify reasons for the 44 drop-outs. The reasons are listed below:

- . 16 (36%) workers were laid-off, or fired, or changed jobs.
- 1 (2%) moved.
- 1 (2%) had to enroll in an amnesty class.
- 5 (12%) were late entries into the class and did not participate.
- 21 (48%) chose not to continue for reasons they did not share.

Characteristics of all participants by quarter are on the following pages.

The outcomes achieved are found on the competency checklists for various courses. See pages 57 - 65 for sample competency checklists.

Jan. 1 - Mar. 31, 1989

TABLE 1. Profile of Workplace Literacy Participants (cont'd).

Section C.

Total number of participants* served at each site (if more than one site):

| | |
|----------------------------------|------------------|
| a) Denoyer Geppert | 9 |
| Site Location | No. Participants |
| b) L & B Wood Company | 13 |
| Site Location | No. Participants |
| c) Magid Glove & Safety Mfg. Co. | 56 |
| Site Location | No. Participants |
| d) | |
| Site Location | No. Participants |

* unduplicated count of individuals who began training in this cycle and remained in training for at least two consecutive weeks.

Section D.

Length of Employment at Work Site:

| Time Employed | No. Participants |
|---------------|------------------|
| 0 - 5 mos. | 10 |
| 6 - 11 mos. | 8 |
| 1 - 5 yrs. | 27 |
| 6 - 10 yrs. | 26 |
| 11 - 15 yrs. | 15 |
| 16 - 20 yrs. | 1 |
| 21 and over | 1 |
| | 88 |

WORKPLACE LITERACY PARTNERS IN CHICAGO

Jan. 1 - Mar. 31, 1989

TABLE 1. Profile of Workplace Literacy Participants

| Section A.
Participants who upon entry into program had:
(a) | American Indian or Alaskan Native
(b) | Asian or Pacific Islander
(c) | Black, not of Hispanic Origin
(d) | Hispanic
(e) | White, not of Hispanic Origin
(f) | Total |
|---|--|----------------------------------|--------------------------------------|-----------------|--------------------------------------|-------|
| 1. Years of School Completed or Educational Functioning Level (if known):
a. Level I (grades 0-8)
b. Level II (grades 9-12) | | 5
0 | 1
0 | 75
0 | 7
0 | 88 |
| Total | | 5 | 1 | 75 | 7 | 88 |

| Section B.
Participants who upon entry into the program were: | Number of Participants | | | Total |
|--|------------------------|---------|-------|-------|
| | Males | Females | Total | |
| 1. Ages: | | | | |
| 16 - 24 | 5 | 2 | 7 | |
| 25 - 44 | 17 | 47 | 64 | |
| 45 - 59 | 3 | 13 | 16 | |
| 60 and older | 1 | | 1 | |
| Total | 26 | 62 | 88 | |

Table 1A and 1B require reporting on an unduplicated count.
Table 1A grand total must equal Table 1B grant total.

WORKPLACE LITERACY PARTNERS IN CHICAGO

April 1 - June 30, 1989

TABLE 1. Profile of Workplace Literacy Participants (cont'd).

Section C.

Total number of participants* served at each site (if more than one site):

| | | | |
|----------------------|---------------|----|------------------|
| a) Denoyer - Geppert | Site Location | 7 | No. Participants |
| b) L & B Wood | Site Location | 13 | No. Participants |
| c) Magid Glove | Site Location | 71 | No. Participants |
| d) | Site Location | | No. Participants |

* unduplicated count of individuals who began training in this cycle and remained in training for at least two consecutive weeks.

Section D.

Length of Employment at Work Site:

| <u>Time Employed</u> | <u>No. Participants</u> |
|----------------------|-------------------------|
| 0 - 5 mos. | 25 |
| 6 - 11 mos. | 6 |
| 1 - 5 yrs. | 20 |
| 6 - 10 yrs. | 27 |
| 11 - 15 yrs. | 12 |
| 16 - 20 yrs. | 0 |
| 21 and over | 1 |
| | 91 |

Section E.

Proposed Number of Individuals to be Served

350

Actual Number of Individuals to be Served

250 (proposed change)

Year To Date Number:

101

WORKPLACE LITERACY PARTNERS IN CHICAGO

TABLE 1. Profile of Workplace Literacy Participants

April 1 - June 30, 1989

| Section A.
Participants who
upon entry into
program had:
(a) | American Indian
or
Alaskan Native
(b) | Asian or
Pacific
Islander
(c) | Black, not
of Hispanic
Origin
(d) | Hispanic
(e) | White, not
of Hispanic
Origin
(f) | Total |
|---|--|--|--|-----------------|--|-------|
| 1. Years of School Completed or
Educational Functioning
Level (if known):
a. Level I (grades 0-8)
b. Level II (grades 9-12) | | 4 | | 80 | 7 | 91 |
| | | 0 | 0 | 0 | 0 | 0 |
| Total | | 4 | 0 | 80 | 7 | 91 |

| Section B.
Participants who upon entry into the program were: | Number of
Participants | | |
|--|---------------------------|---------|-------|
| | Males | Females | Total |
| 1. Ages: | | | |
| 16 - 24 | 3 | 5 | 8 |
| 25 - 44 | 18 | 49 | 67 |
| 45 - 59 | 3 | 12 | 15 |
| 60 and older | 1 | 0 | 1 |
| Total | 25 | 66 | 91 |

Table 1A and 1B require reporting on an unduplicated count.
Table 1A grand total must equal Table 1B grant total.

WORKPLACE LITERACY PARTNERS IN CHICAGO

July 1 - September 30, 1989

TABLE 1. Profile of Workplace Literacy Participants (cont'd).

Section C.

Total number of participants* served at each site (if more than one site):

| a) | <u>Denoyer-Geppert</u>
<u>Site Location</u> | <u>10</u>
<u>No. Participants</u> |
|----|--|--------------------------------------|
| b) | <u>Bretford</u>
<u>Site Location</u> | <u>48</u>
<u>No. Participants</u> |
| c) | <u>Maqid</u>
<u>Site Location</u> | <u>35</u>
<u>No. Participants</u> |
| d) | <u>Site Location</u> | <u>No. Participants</u> |

* unduplicated count of individuals who began training in this cycle and remained in training for at least two consecutive weeks.

Section D.

Length of Employment at Work Site:

| <u>Time Employed</u> | <u>No. Participants</u> |
|----------------------|-------------------------|
| 0 - 5 mos. | 10 |
| 6 - 11 mos. | 8 |
| 1 - 5 yrs. | 37 |
| 6 - 10 yrs. | 24 |
| 11 - 15 yrs. | 12 |
| 16 - 20 yrs. | 1 |
| 21 and over | 1 |
| | TOTAL: 93 |

Section E.

| | |
|--|--------------------------|
| <u>Proposed Number of Individuals to be Served</u> | <u>250*</u> |
| <u>Actual Number of Individuals to be Served</u> | <u>156 Year To Date*</u> |

*These numbers represent an unduplicated count of individuals for the entire year.
Average number of unduplicated individuals per quarter is approximately 90.

TABLE 1. Profile of Workplace Literacy Participants

July 1 - September 30, 1989

| <u>Section A.</u>
<u>Participants who</u>
<u>upon entry into</u>
<u>program had:</u>
<u>(a)</u> | <u>American Indian</u>
<u>or</u>
<u>Alaskan Native</u>
<u>(b)</u> | <u>Asian or</u>
<u>Pacific</u>
<u>Islander</u>
<u>(c)</u> | <u>Black, not</u>
<u>of Hispanic</u>
<u>Origin</u>
<u>(d)</u> | <u>Hispanic</u>
<u>(e)</u> | <u>White, not</u>
<u>of Hispanic</u>
<u>Origin</u>
<u>(f)</u> | <u>Total</u> |
|---|--|--|--|-------------------------------|--|--------------|
| <u>Years of School Completed or</u>
<u>Educational Functioning</u>
<u>Level (if known):</u>
<u>a. Level I (grades 0-8)</u> | | 7 | 0 | 85 | 0 | 92 |
| <u>b. Level II (grades 9-12)</u> | | 0 | 1 | 0 | 0 | 1 |
| <u>Total</u> | | 7 | 1 | 85 | 0 | 93 |

| <u>Section B.</u>
<u>Participants who upon entry into the program were:</u> | Number of | | |
|--|---------------------|----------------|--------------|
| | <u>Participants</u> | | <u>Total</u> |
| | <u>Males</u> | <u>Females</u> | |
| <u>Ages:</u> | | | |
| 16 - 24 | 15 | 3 | 18 |
| 25 - 44 | 41 | 29 | 70 |
| 45 - 59 | 3 | 1 | 4 |
| 60 and older | 1 | 0 | 1 |
| <u>Total</u> | 60 | 33 | 93 |

Tables 1A and 1B require reporting on an unduplicated count.
Table 1A grand total must equal Table 1B grant total.

TABLE 1. Profile of Workplace Literacy Participants (cont'd).

Section C.

Total number of participants* served at each site (if more than one site):

| | | |
|---|----------------------|-------------------------|
| a) <u>Bretford Manufacturing</u> | <u>Site Location</u> | <u>No. Participants</u> |
| b) <u>Denoyer - Geppert Science Company</u> | <u>Site Location</u> | <u>No. Participants</u> |
| c) <u>Magid Glove Company</u> | <u>Site Location</u> | <u>No. Participants</u> |
| d) <u>Site Location</u> | | <u>No. Participants</u> |
| | | Total: 97 |

* unduplicated count of individuals who began training in this cycle and remained in training for at least two consecutive weeks.

Section D.

Length of Employment at Work Site:

| <u>Time Employed</u> | <u>No. Participants</u> |
|----------------------|-------------------------|
| 0 - 5 mos. | 9 |
| 6 - 11 mos. | 6 |
| 1 - 5 yrs. | 39 |
| 6 - 10 yrs. | 27 |
| 11 - 15 yrs. | 14 |
| 16 - 20 yrs. | 1 |
| 21 and over | 1 |

Section E.

| | |
|--|------------|
| <u>Proposed Number of Individuals to be Served</u> | <u>350</u> |
| <u>Actual Number of Individuals to be Served</u> | <u>250</u> |
| <u>Year To Date to Served:</u> | <u>159</u> |

TABLE 1. Profile of Workplace Literacy Participants

October 1 - December 31, 1989

| Section A.
Participants who
upon entry into
program had:
(a) | American Indian
or
Alaskan Native
(b) | Asian or
Pacific
Islander
(c) | Black, not
of Hispanic
Origin
(d) | Hispanic
(e) | White, not
of Hispanic
Origin
(f) | Total |
|--|--|--|--|-----------------|--|-------|
| 1. Years of School Completed or
Educational Functioning
Level (if known):
a. Level I (grades 0-8) | | 8 | 0 | 89 | 0 | 97 |
| b. Level II (grades 9-12) | | 8 | 0 | 89 | 0 | 97 |
| Total | | 8 | 0 | 89 | 0 | 97 |

58

| Section B.
Participants who upon entry into the program were: | Number of | | |
|--|--------------|---------|-------|
| | Participants | | Total |
| | Males | Females | |
| 1. Ages: | | | |
| 16 - 24 | 15 | 4 | 19 |
| 25 - 44 | 44 | 30 | 74 |
| 45 - 59 | 3 | 1 | 4 |
| 60 and older | | 0 | 0 |
| Total | 62 | 35 | 97 |

Table 1A and 1B require reporting on an unduplicated count.
Table 1A grand total must equal Table 1B grant total.

51

90

TABLE 1. Profile of Workplace Literacy Participants (cont'd).

Section C.

Total number of participants* served at each site (if more than one site):

| | | |
|----|---------------------|------------------|
| a) | MAGID Glove Company | 168 |
| | Site Location | No. Participants |
| b) | Integrity Uniforms | 42 |
| | Site Location | No. Participants |
| c) | Site Location | No. Participants |
| d) | Site Location | No. Participants |
| | | TOTAL: 210 |

* unduplicated count of individuals who began training in this cycle and remained in training for at least two consecutive weeks.

Section D.

Length of Employment at Work Site:

| <u>Time Employed</u> | <u>No. Participants</u> |
|----------------------|-------------------------|
| 0 - 5 mos. | |
| 6 - 11 mos. | |
| 1 - 5 yrs. | 119 |
| 6 - 10 yrs. | 60 |
| 11 - 15 yrs. | 18 |
| 16 - 20 yrs. | 10 |
| 21 and over | 3 |

Section E.

Proposed Number of Individuals to be Served

350

Actual Number of Individuals to be Served

250

Year To Date To Served 323

DEPARTMENT OF EDUCATION
 OFFICE OF VOCATIONAL AND ADULT EDUCATION
 WASHINGTON, D.C. 20202-7300

TABLE 1. Profile of Workplace Literacy Participants

January 1 - March 31, 1990

| Section A.
Participants who
upon entry into
program had:
(a) | American Indian
or
Alaskan Native
(b) | Asian or
Pacific
Islander
(c) | Black, not
of Hispanic
Origin
(d) | Hispanic
(e) | White, not
of Hispanic
Origin
(Middle(f) East) | Total |
|---|--|--|--|-----------------|---|-------|
| 1. Years of School Completed or
Educational Functioning
Level (if known):
a. Level I (grades 0-8)
b. Level II (grades 9-12) | 0 | 13 | 0 | 183 | 14 | 210 |
| Total | | | | 183 | 14 | 210 |

| 87
Section B.
Participants who upon entry into the program were: | Number of
Participants | | |
|--|---------------------------|---------|-------|
| | Males | Females | Total |
| 1. Ages: | | | |
| 16 - 24 | 0 | 17 | 17 |
| 25 - 44 | 22 | 147 | 169 |
| 45 - 59 | 0 | 24 | 24 |
| 60 and older | 0 | 0 | 0 |
| Total | 22 | 188 | 210 |

Table 1A and 1B require reporting on an unduplicated count.
 Table 1A grand total must equal Table 1B grant total.

94

93

4. Report on any dissemination activities.

The project was active in sharing information about the need for workplace literacy and the actual project. Specific activities included:

- a) Announcement of Project, IL TESOL Conference, Monica Lynch, Nov. 1988.
- b) Announcement of Project, Lehman College, US/UK Literacy Commission, Linda Mrowicki, July 1989.
- c) Article in Northern ESL/AE Service Center Newsletter, Fall 1989.
- d) Presentation on Workplace Literacy, AAACE Conference, Linda Mrowicki, October 1989.
- e) Presentation: "How To Conduct A Literacy Audit," IL Secretary of State Workplace Literacy Conference, Monica Lynch, February 1990.
- f) Panelist on Workplace Literacy Presentation, International TESOL Conference, Linda Mrowicki, March 1990.
- g) Article in In Transition, TIA Newsletter, Spring 1990.

In Transition

A public information service of Travelers & Immigrants Aid of Chicago
Vol. 9, No. 1 Spring, 1990



Lunch-Hour Learning



The United States is entering the last decade of the twentieth century with growing worries about its ability to compete in the world market. Our trade deficit has soared past the \$100 billion mark, productivity has slowed, and industries that were once the mainstay of our economy, such as automobile manufacturing, are now dominated by other countries that can do the job more efficiently.

The reasons for the decline are a topic of constant debate for politicians and economists. One point everyone seems to agree on, however, is the glaring fact that a growing segment of our work force is under-educated and ill-equipped to handle the technological demands of a global market.

Chicago's work force is no exception. According to a study conducted by the *Chicago Tribune*, not only is the city's entry-level labor pool shrinking, but a growing proportion of the pool is coming from impoverished backgrounds and has an inadequate education. In 1987, the Mayor's Office of Employment and Training tested recent high school graduates and found that their average reading score was at the eighth-grade level, with twenty-five percent testing below the sixth-grade level.

Adding to the problem is the language deficiency of a growing number of poorly educated immigrant and refugee workers. Between four and seven million immigrants will enter the country by the year 2000. In Chicago, the most recent census revealed that five and a half percent of the population (mostly immigrants or refugees) speak English poorly or not at all.

Travelers & Immigrants Aid is working to remedy the educational shortcomings

of Chicago's work force with a program that starts with the basics: literacy. Designed for immigrant and refugee labor, TIA's Project Workplace Literacy Partners goes into the workplace and offers free literacy instruction to employees. By improving literacy skills, it aims to increase employees' self-esteem, promotability, productivity, and, ultimately, the company's bottom line.

The program was launched in December 1988 in cooperation with the Northwest Educational Cooperative, a local educational agency. In its first year, Workplace Literacy went to three companies: Magid Glove, L&B Wood/Bredford (a manufacturer of wood and steel office furniture), and Denoyer-Geppert Science Company (a manufacturer of plastic human anatomy models used in schools). Each has a majority of immigrant employees.

Tess Locsin, site coordinator for the program, says that the need for training was acute. "We found that most of the immigrant and refugee employees could not communicate verbally with their supervisors. They could not read their manuals or memos, yet they were often afraid to show their employers they did not understand."

Locsin and a small staff of volunteer

Above left: TIA staff member Tess Locsin leads a literacy class at Denoyer-Geppert Science Company.

Above: An employee of Denoyer-Geppert puts the finishing touches on a plastic anatomy model.

instructors have offered free classes to the employees after work and during the lunch hour. Participation is entirely voluntary; the classes have attracted between ten and forty employees at each site.

A major goal of the program is to educate workers about safety in the workplace. While all of the employers had conducted safety training, much of it was obviously lost in translation. Locsin recounts how one Laotian employee spilled paint thinner on her hands and then rubbed her eyes. She didn't feel the effects until a few hours later, when her eyes grew red and began to tear profusely. She said nothing to her manager, and would have gone home without telling anyone had Locsin noticed her in class at the end of the day. Locsin notified the manager, who helped

(continued on page 2)

PERSPECTIVE



Kathy Richland

By Sid Mohn
Chief Executive Officer of TIA

A new decade has begun, and its biggest challenge is that of addressing the legacy of poverty inherited from the last decade. The neglect of disadvantaged and disenfranchised individuals and families in the 80s must be reversed in the 90s.

Partnerships among federal, state, and local governments must be developed and sustained. Collaboration between not-for-profits, public agencies, and private corporations must be established and maintained.

All too often such cooperation is boldly articulated but minimally implemented. The federal government's McKinney homeless programs are a bold articulation; their implementation is fraught with bureaucratic delays, lack of coordination, and reduced appropriations.

The state must not abandon its commitment to homeless services, even though such a commitment will require leadership, sustained funding, and collaborative action.

The city must continue as a major funder of homeless services by allocating corporate funds, prioritizing comprehensive strategies, and resisting temptations to dismiss the crisis and move on to other matters.

The private sector must also be challenged. Not-for-profits must not abdicate their advocacy agenda or abandon program commitments because of funder fickleness. And corporations and foundations must not expect quick fixes to complicated problems. Three years of funding priority does not eradicate a decade of human neglect.

We must collectively commit to resolving homelessness as the most glaring manifestation of poverty in our country. And we must recognize that we must be in it for the long haul. Complicated issues require more than rhetoric or short-term

les.

talk and short-term priorities are all lost, bankruptcy can't be far behind. □

Learning

(continued from front page)

the employee wash her eyes and sent his son to accompany her to a doctor.

While much of the literacy training focused on job-specific needs, Locsin also incorporated basic "life-skills" training, such as instruction in how to communicate in a grocery store, and how to open a savings account. She also found that many employees needed a basic cultural orientation regarding work practices in this country. "Many didn't realize that it's customary to call in sick, or that you need to tell your employer when you've accepted another job before you leave the company," Locsin says.

Employers at the Workplace Literacy project sites consider the program a windfall. "There was no way we could lose with the program," says Maureen Kohn, manager at Bredford/L&B Wood. "It was free, the employees liked it, it helped boost morale, and it improved communication between employees and their supervisors."

More important, managers have seen the improved communication translate to a positive effect on productivity. "I can't put a dollar figure on it," says Tim Baldwin, vice president of finance at Denoyer/Geppert, "but there unquestionably has been an impact. There are fewer rejects in produc-

tion, and work habits have improved."

Baldwin says the training also has helped break apart cliques that had formed among employees of the same nationality. "Everyone who participated in the class is more willing to share advice and help each other now. I've even seen several take new employees under their wing to show them the ropes."

TIA's Project Workplace Literacy Partners goes into the workplace and offers free literacy instruction to employees.

Project Workplace Literacy is up for renewal in 1990, with the possibility of expansion to eight sites and more than 800 workers. Maureen Kohn says that her company would definitely participate a second time. "Not only does it help them, it helps us by allowing us to see which employees are more motivated and therefore more likely to move up in the company."

It's a small step, but one directed toward helping the United States regain its competitive edge in the global market. □

Illiteracy in Chicago: A Growing Crisis

The statistics are shocking. According to the Chicago Literacy Coordinating Center, at least 750,000 Chicago adults, or more than one out of four, read, write, and hold basic skills at or below the sixth-grade level—less than the minimum required to function independently in today's society.

Ever more shocking, two-thirds of that enormous number are native English-speakers; the remainder need to acquire English as a second language. Consider these nationwide groups:

- 75% of the unemployed in 1984;
- 85% of juveniles appearing in court;
- 60% of prison inmates.

All share one characteristic: minimal reading and writing skills, says the U.S. Department of Labor.

From an economic standpoint, Chicago's (and the nation's) shift to a service-based, or post-industrial, economy requires a better educated work force. Note the following:

- In Chicago, service occupations,

including clerical jobs and marketing or sales positions, are expected to account for well over half of all local job openings through the next several years (Mayor's Office of Employment and Training). Almost all of these jobs require skills at or beyond the twelfth-grade level.

• Nationwide, 90% of the new jobs will be in the service sector, which demands a high literacy rate (U.S. Department of Labor).

• A study by the National Alliance of Business estimated that by this year, three out of four jobs will require some education or training beyond high school.

To keep pace with the economic change, Chicago must address the literacy needs of its residents.

All statistics cited are from "The Fact Book," a 1989 publication by the Chicago Literacy Coordinating Center, 28 E. Jackson Blvd., Suite 1305, Chicago, Illinois 60604.

5. Report on any evaluation activities.

The project utilized an outside evaluator - Dr. Linda Schinke-Llano who visited the sites and interviewed staff, students, and employers and observed classes. Her report is attached.

In addition, the project conducted ongoing internal evaluation to ensure that the project met its goals and provided quality services. These activities included:

1. The Project Director reviewing outcomes and comparing them to goals on a monthly basis.
2. The Site Coordinators formally observing the part-time instructors.
3. The Project Director reviewing the end-of-course outcomes to ensure that the standard for success was being met.
(See pages 53-54 for the summary of end-of-course outcomes.)

6. Report on any changes in key personnel.

All full-time professional staff - Linda Mrowicki (Project Director), Monica Lynch (Site Coordinator-NEC), and Tess Lochsin (Site Coordinator - TIA) remained with the project through the entire year.

PROJECT WORKPLACE LITERACY PARTNERS IN CHICAGO
FINAL PROJECT EVALUATION

Project Evaluator:
Linda Schinke-Llano, Ph.D.

INTRODUCTION

Overview of Project

Project Workplace Literacy Partners in Chicago, as originally designed, was a 15-month cooperative venture between an educational agency, a community based organization, and three manufacturers; a fourth manufacturer was added during a 2-month no-cost extension. The purpose of the project is to provide workplace literacy training to limited English-proficient (LEP) employees at the business sites. The curriculum of the project comprises Lifeskills ESL (e.g., banking, making doctor's appointments); Workskills ESL (e.g., interacting with co-workers, accepting overtime); and Job-specific ESL (e.g., naming parts being assembled).

The educational agency, the Northwest Educational Cooperative (NEC), has a long and successful history of providing educational programs and teacher training; the community based organization is Travelers' and Immigrants' Aid (TIA), a 100 year-old social service agency, which has extensive experience in providing counseling and job placement to immigrants, refugees, and native-born. The participating businesses include Magid Glove Company, a large manufacturer of gloves and safety clothing marketed internationally; Denoyer-Geppert Science Company, a manufacturer of educational science kits; L & B Wood (later Bretford), a producer of wooden desks, shelves, and cabinets; and, during the no-cost extension period, Integrity, a manufacturer of uniforms.

Evaluation Methodology

Guiding Questions. The following questions guided the collection of data during the evaluation process:

1. Were the 11 characteristics of a quality workplace literacy program (as listed in The Bottom Line: Basic Skills in the Workplace, U.S. Departments of Education and Labor, 1988) met?
2. Were the project objectives presented in the proposal met?
3. Were the project goals identified in the proposal met? Most importantly, how did the project fare overall as a pilot project? In short, does the model implemented bear replication?

Sources of Data. In order to facilitate answering the questions posed above, three sources of data were used:

1. Interviews were conducted with the project director, TIA liaison, two site coordinators, a representative from each of the three original companies, five additional company personnel having contact with the program and participating students, and a representative student. These interviews took place during on-site visits, one each to L & B (Bretford) and Denoyer-Geppert and two to Magid, the site of the largest component of the project. (Note that it was difficult to meet with employees due to the constraints of their work schedules; further, Integrity was not visited since it was not part of the original proposal.)
2. Observations were conducted of five classes during the on-site visits, with three different levels of class being observed.
3. Supporting materials, such as diagnostic tests, curricular activities, and quarterly reports, were examined.

CHARACTERISTICS OF A QUALITY WORKPLACE LITERACY PROGRAM

1. Both the goals and the projected results for the company and for the participating employees are clearly stated. All the company representatives interviewed, as well as all the instructors and other project personnel were aware of the goals of the project. Several company representatives, however, expressed concern over the feasibility of certain of the goals; these concerns will be addressed in the section on project goals on page 6.
2. The program has the active support of top-level management. The management of both Magid and Denoyer-Geppert were enthusiastic about the project and facilitated both its implementation and its ongoing delivery of services. L & B, however, experienced a change in management shortly after the beginning of the project year; the resulting labor problems delayed implementation. Once internal changes were solidified, the project went forth with the full support of management; in fact, two sites were later begun for L & B (Bretford). Finally, the fact that the management of Integrity was willing to begin a short-term project speaks to their being impressed with the results obtained during the previous 15 months at the three original companies.
3. Employers use recruiting techniques that are appropriate to the employees. Employees at all three sites were encouraged, but not coerced into taking the classes. At the Magid

site, information about the classes was included in packets for new employees, and bilingual announcements were included in the employee newsletter.

4. The planning and on-going operation of the program involves management, supervisors, and workers. Especially with respect to the development of job-specific materials, management and supervisors were consulted regularly. Instructors and site coordinators reported feeling at ease in communicating requests at all three companies, as well as in communicating with the project director. Similarly, management personnel at all three sites felt at ease contacting the project director whenever necessary.

An excellent example of the cooperation among project staff, management, and workers is that of the company-wide training on using calculators to figure piece-work undertaken at Magid. (This additional training was begun during the last month of the original project period and was completed during the no-cost extension.) When workers indicated problems in calculating piece-work, the instructor/site coordinator piloted a specially designed unit in class. Due to its success, the instructor/site coordinator went to management to propose wider dissemination of the training. The management enthusiastically agreed--in fact, purchased calculators for the workers, and 168 workers (122 of them new to the project) participated in the training during work time.

5. Explicit standards are used for measuring program success. The information is shared with participating employees and determined with the help of their supervisors. Comparison of pre- and post-test scores showed improvement in both basic skills and communication skills, and these results were appropriately disseminated. Note that the employees interviewed could not identify specific standards; he knew, however, that the program existed to improve his English skills, both at the workplace and outside.
6. Pretests that simulate job situations and tasks are used to diagnose employee needs and strengths and to guide the development of learning plans for participating employees. All employees participating in the classes were pretested.
7. Employees' personal goals are solicited and incorporated into the program. Input from employees was used more for the Lifeskills ESL portion of the curriculum, with the Job-specific ESL portion relying almost exclusively on input from supervisors and management. (See #4 above for more discussion on meeting employees' needs.)

8. Instructional methods, materials, and evaluation strategies are tied directly to learning goals. Class observations revealed curricula specifically addressed to the job needs and English skill levels of the participating employees. Instructional methods were also appropriate. (Again see #4 on page 3 for an example of appropriate materials and methods.) One striking characteristic of the instruction was the sensitivity and patience of the instructors, regardless of their years of experience in the field. Clearly the project director was keenly aware of the type of instructor needed for such a project and was able to locate such individuals.
9. Instructors know the basic skills needed to perform job tasks in the specific division or department for which personnel will be trained. A workplace teaching situation demands as much learning from the instructors as it does from the employees enrolled in the classes. All instructors and site coordinators observed and interviewed appeared to have quickly assimilated the jargon and the procedures of the manufacturing conducted at their respective sites of teaching.
10. Employees and supervisors get frequent feedback on their progress and that progress is carefully documented. Statistical documentation (e.g., how many students began and finished each class) was supplemented by informal communication, especially between the site coordinators and supervisors. The informal communication seemed to be as valuable as, if not more valuable than, the more formal channels.
11. Evaluation data are used to improve program effectiveness. Post-tests that simulate job situations and tasks are used to measure learning. Post-tests were administered to those completing the class cycles. (See also #5 on page 3.)

PROJECT OBJECTIVES

1. Conduct a literacy audit and needs assessment of the workplace (1st month). Job profile sheets containing skills analyses for all major job categories were completed at all three workplaces.
2. Develop/select literacy assessment instruments for each business (2nd month). Two tests were selected--Basic English Skills Test (BEST) and Basic Inventory of Natural Language (BINL). The former was used to ascertain general proficiency level and level of life-skill competencies; the latter assessed general communication abilities for the jobs.

3. Identify the workplace literacy competencies which are the foundation of the curriculum (2nd month). A master list of core competencies was designed by project staff in conjunction with company personnel.
4. Develop the curricula (4th month). Appropriate curricula were designed for the three original sites, as well as for the fourth site added during the no-cost extension period.
5. Select and train the Workplace Literacy instructors (2nd month). Three part-time instructors were hired in addition to the two site coordinators who also taught in the program. (See #8 page 4 for further comment on the instructors.)
6. Recruit students (2nd - 13th month). Students were appropriately recruited. (See #3 on pages 2-3 for further comment on the recruitment process.) With respect to the total number of participants anticipated, the project fell only slightly short of its objective: 320 employees rather than the proposed 350 participated. Part of this minimal shortfall may be attributed to employees' liking the notion of workplace classes in theory, but in practice finding them still difficult to manage in conjunction with factors of transportation, child care, overtime, and changing shifts. Another contributor to this slight shortfall of participants decidedly was the result of both Magid and Denoyer-Geppert not hiring extra crews during the summer months as they had anticipated at the time of the writing of the proposal. A final reason for the lower than anticipated numbers was the fact that SLIAG classes were competing for the same participants.

It should be noted that the slight shortfall of participants in no way appears to be related to the content of the program or to the instruction. Further, it should be noted that despite all of the intervening factors, 91% of projected enrollment was achieved--a figure far above that normally achieved by such projects. This fact attests both to careful planning on the part of the proposal writers and to the quality of the project during its implementation.

7. Pretest students (2nd - 12th month). All employees entering the classes were pretested as planned.
8. Schedule classes (2nd - 11th month). Classes were offered at all three sites and included various levels of Lifeskills, Workskills, and Job-specific Skills (e.g., supervisor). In addition, lunch-time tutoring was conducted at Magid. Further, an eight-week session comprised of four classes at two levels was conducted at Integrity.

9. Provide Workplace Literacy Instruction to 350 workers (3rd-14th month). See #6 on page 5 for a discussion of this objective.
10. Measure student achievement of the workplace competencies (6th - 14th month). Post-tests were administered to those completing the various course cycles. Note that the number of post-tests given is less than the number of pre-tests. Attrition in such programs is normal and usually results from changes in working conditions (e.g., overtime and shift change) or home situations (e.g., transportation and childcare). In addition, some employees left the classes to enroll in adult evening school classes, a sign that their confidence levels had been raised by participation in the Workplace Literacy classes.

PROJECT GOALS

The goals identified in the project proposal are the following:

1. to increase worker productivity in current positions through the development of job-specific literacy skills;
2. to increase a worker's promotability through increased literacy skills;
3. to increase the rate of internal promotion to new positions;
4. to decrease employee turnover; and
5. to demonstrate that a collaborative effort between small businesses and public agencies results in an effective model in meeting workplace literacy needs.

Goals 1-4 will be discussed as a unit, for they all represent goals for which a direct cause and effect relationship is difficult to demonstrate. In discussions of these goals with management from the three original companies, several themes were evident. First, it is premature to pass judgement on the long-term effects of the Workplace Literacy courses. Few workers were seen as possessing the skills for immediate advancement; however, both managers and supervisors noted increased willingness on the part of employees not only to respond to questions in English, but to initiate conversations in English, both with supervisors and with co-workers. According to current second language acquisition theory, such behaviors are desirable, for they result in more input and more interaction which, in turn, foster language acquisition. Thus, the confidence and skills imparted to the employees in the Workplace Literacy classes may eventually result in more advanced language acquisition which may, in turn, lead to advancement in the work-place.

Second, several managers and supervisors expressed the opinion that the English skills being learned may be more useful to the employees outside of the workplace than on the job. This observation results not from an inadequacy on the part of the job-specific curriculum, but from the fact that employees often rely on bilinguals in the workplace to communicate. Outside of the workplace, the employees are not usually in the presence of bilinguals to mediate for them. Managers did not seem concerned that the classes might be helping the employees more outside the job than in; rather, they believed the classes helped employee morale which, in turn, helped productivity and job satisfaction.

Finally, at least one manager expressed the opinion that the more skilled in English an employee would become, the more likely it would be that s/he would seek employment elsewhere. Nevertheless, the manager believed the benefits of the program were well worth such a risk; again employee morale was cited as the reason.

With respect to goal 5--demonstrating that a collaborative effort between the public and private sectors is viable--the results are clear-cut. This project worked, thanks to the appropriateness of the companies and the enthusiastic support of their management, the expertise of both the NEC project director and the TIA liaison, the flexibility of the site coordinators and instructors, and the dedication of the employees (many of whom had failed previously in more traditional adult education ESL classes). Clearly this project model bears replication.

CONCLUSION

Concluding comments will focus on the questions presented on the first page which were used to guide the evaluation. With respect to whether Project Workplace Literacy Partners in Chicago demonstrated the 11 characteristics of a quality workplace literacy program, the answer is an unqualified "yes." As for the 10 objectives of the project outlined in the proposal, they were met as well and, it should be noted, in a timely manner. With the exception of the late start-up at L & B due to management changes and labor problems beyond the control of the project director, all objectives were implemented smoothly and completely.

With respect to the goals of the project, however, the results are less conclusive. It is the opinion of the evaluator, and corroborated by the managers, that goals 1-4 do not appear to have been immediately met, not because of any shortcoming on the part of the project per se, but because the goals may have been unrealistic given the duration of the project and the skill level of the employees. This fact does not mean that benefits were not realized for both the companies and the participating employees. Heightened worker morale and increased communicativeness both in and outside of the workplace are desirable and laudable results for such a project.

Finally, it is evident that the final goal of the project was decidedly met. The project has clearly demonstrated that collaborative efforts between the public and private sectors are not only feasible, but desirable in the arena of workplace literacy instruction. In short, Workplace Literacy Partners in Chicago has succeeded as a pilot project and merits replication.

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